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ABSTRACT

The curriculum guide presents a working draft of the first grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The first grade unit is presented in two sections. Section I is designed to aid the student in becoming familiar with his school. Activities focus on enabling the children to become acquainted with teachers, staff members, and other children, as well as the school routine. Section II is intended to develop the student's awareness of his role in the neighborhood in relation to his role at home and at school. Activities extend his understanding of group living and compare his neighborhood with one of a different environmental/cultural/ethnic make up. Each section includes 14 key questions relating to the topic, a list of community resource people and places to visit, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. Some handouts for duplication are included. (CK)

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GRADE 1

School

Neighborhood

1978

SO 012 645

Allegany County Board of
Education, Cumberland, Md.

Maryland State Dept. of
Education, Baltimore

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Foreword

The curriculum guides for social studies were developed with funds obtained as a grant from the federal government for ethnic heritage studies. Teachers, principals, supervisors, members of the Ethnic Heritage Advisory Council, and consultants from the Maryland State Department of Education cooperatively developed the teaching units. *New Perspectives in Intergroup Education, Volume I,* a publication of the Maryland State Department of Education, was used extensively as a resource in the development of the social studies curriculum.

Units have been selected and sequenced at each grade level to give a comprehensive understanding of the social sciences, to correlate learning at each grade level, and to avoid duplication of the topics studied. The key questions, activities, and materials identified have been carefully selected to support the goals, conceptual statements, and skill statements of each grade.

Each unit provides opportunities to learn new information and to learn new skills and attitudes. Ethnic heritage studies; family life; career, consumer, law, and environmental education are inherent in each unit.

Teachers are encouraged to use their creativity and individuality in adding activities which will improve the teaching-learning packages for their students and fulfill requirements in the area of social studies.

The guides should help teachers assist their students in gaining understanding to deal with the problems of living in a complex society.

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Goals, Conceptual Statements, Skill Statements, and Behaviors of the Social Studies Curriculum

The social science program described is designed to accomplish three major goals in grades K-6. The goals are as follows:

Goal I - To know the fundamental concepts of the social sciences.

Goal II - To know the fundamental skills needed to engage in the processes of the social sciences--gathering information, organizing information, identifying problems, and solving problems.

Goal III - To develop social attitudes consistent with democratic values.

Each unit in the social science program is designed to achieve the identified goals. Content is used to develop concepts in the areas of history, geography, family life and human development, environmental education, career education, economics, political science, and ethnic/cultural studies. The overall plan for the program is consistent with the existing county curriculum. Basic changes have been made in order to eliminate duplications particularly evident at the primary levels and to provide a plan which will help teachers to implement effectively the state mandated and the county programs within a realistic time allotment.

Two units will be taught at each grade level. These units will be developed by teachers in curriculum workshops which will be held during the 1978-79 school year and during the summer of 1979. The funding for the curriculum development workshops has been made possible through a federal grant in ethnic heritage studies.

Goal I - The goal of the program is to help the student know the fundamental concepts of the social sciences.

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement I-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love.

Subconceptual Statement I-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs.

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance.

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture.

Conceptual Statement IV - People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services.

Conceptual Statement V - People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences.

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment.

Goal II - The goal of the program is to help the student know the fundamental skills needed to engage in the processes of the social sciences.

Skill Statement I - The student will gather information by:

observing, interviewing, reading, listening, and interpreting pictures, maps, globes, charts, and tables.

Skill Statement II - The student will organize information by:

classifying, comparing, labeling, generalizing, hypothesizing, selecting and organizing topics.

Skill Statement III - The student will identify problems by:

recognizing problems from several viewpoints, clarifying values, and restating problems.

Skill Statement IV - The student will solve problems by:

thinking of alternative actions, predicting consequences, making workable decisions, and evaluating and revising decisions.

Goal III - The goal of the program is to enable the student to participate in curriculum experiences in such ways as to develop the following social attitudes:

- Worth of the individual
- Equality of rights and liberties
- Equality of opportunity for self-development
- Rights of groups
- Priority of the common good
- Freedom of inquiry and expression
- Willingness to act on the basis of reasoned conclusion
- Government based on law
- Ability of people to govern themselves
- Freedom of economic competition consistent with the general welfare
- Values of both competition and cooperation
- Maximum individual freedom under law
- Peaceful means of solving international problems
- Devotion to the heritage of the past
- Commitment to perpetuate ideals of American life

For the Teacher:

Three goals and six conceptual statements serve as the basis for the social studies curriculum. The key question - suggested activity framework of the units will involve you and the students in gathering and organizing data, and in analyzing its content and implications. Participation in a variety of activities will clarify the conceptual statements and help answer the key questions.

The time allotted for social studies at each grade level does not permit use of all the suggested activities. You will want to choose many of the activities listed under each conceptual statement to develop the concepts with the children. You are encouraged to use your creativity in identifying additional activities which will be appropriate for the children you teach and at the same time nurture the behaviors listed in the social studies curriculum.

Although a specific time is scheduled in each class for the teaching of social studies, the topics explored are excellent vehicles for skill development during the reading, spelling, writing, and computing classes.

SCIENCE/HEALTH/SOCIAL SCIENCE PROGRAMS

	Minutes Alloted per		SCIENCE		HEALTH	SOCIAL SCIENCE		OTHER
			6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
	Day	Week	600' 1800'	600' 1800'	600' 1800'	600' 1800'	600' 1800'	600' 1800'
Kindergarten	20	100	PHYSICAL Exploration - Child	LIFE and the Environment	PERSONAL CARE	Home and Family		
1	20	100	PHYSICAL Matter	LIFE Familiar Animals	Nutrition	School	Neighborhood	
2	25	125	PHYSICAL Change	LIFE Plants	Family Life	Communities - People	Communities - Goods and Service	
3	35	175	PHYSICAL Machines	LIFE Unusual Organisms	Safety	Allegany Co. Past and Present	Indians Past and Present	
4	45	225	PHYSICAL Energy	LIFE (Animal and Plant) Interrelationships	Digestive System ENERGY	Maryland - History of the Colonial Period	Maryland - Geography	
5	55	275	PHYSICAL Space	LIFE (Animal and Plant) Microorganisms	Lungs/Respiratory System	United States - Our Expanding Nation	United States - Interdependence of Regions	
6	60	300	PHYSICAL Air, Land, and Water	LIFE (Animal and Plant) Ancient Plants and Animals	Heart/Circulatory System	Major Cultures - A Comparative Study	Political Science	

Introduction

The science and social science units follow the same basic format. The following are components of each unit:

Unit Overview

Goals

Objectives

Behaviors

Key Questions

Suggested Activities

Suggested Vocabulary

Places to Visit

Community Consultants

Bibliography

Audio-Visual List

The units have been written so that many approaches for teaching them may be used such as learning centers, committee work, and individual projects, i.e., self selection and research. Activities listed under each concept and/or key questions must be selected in order to develop the concept and answer the key questions. It is not necessary to use all activities. Other activities which in the teacher's judgment are more appropriate and for which the teacher has resources may be substituted.

GRADE 1

School

Social Sciences

School

Grade 1

This unit will help the child become familiar with his newer and larger environment--the school. The activities in this unit will focus on enabling the children to become acquainted with teachers, staff members, and other children, as well as the school routine.

GOAL I - THE GOAL OF THE PROGRAM IS TO HELP THE STUDENT KNOW THE FUNDAMENTAL CONCEPTS OF THE SOCIAL SCIENCES.

Conceptual Statement 1

People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement I-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love by:

Behaviors - (Level 1)

a. Listing biological needs for sustaining life.

b. Comparing ways one shows affection with ways other people show affection; i.e., collecting family pictures which infer feelings of love.

c. Explaining the differences between needs and wants; i.e., preparing a bulletin board of pictures cut from magazines which depict needs and wants.

d. Identifying the psycho-social needs of individuals.

e. Supporting the statement, "Everyone needs a friend."

f. Determining the effects of being deprived of food and/or shelter for a period of time.

Subconceptual Statement I-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs by:

Behaviors - (Level 1)

a. Discussing a series of pictures which show possible sources of food, clothing, and shelter needed by all families.

b. Illustrating some items of food, clothing or shelter and showing the origin of the item. For example, eggs - hen; house - trees.

c. Displaying models or pictures of trailers, campers, tents, and other temporary homes.

d. Making a collage of pictures showing the uses made of water in and around the home.

e. Distinguishing between commodities which fill needs and commodities

h. Comparing the manner in which one's family meets its needs with the manner in which needs are met in families of other cultures or environments.

i. Identifying those factors which affect life styles.

Conceptual Statement II

People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms by:

Behaviors - (Level 1)

a. Discussing the role of the head(s) of the family unit.

b. Discussing the principal and teacher as authority figures at school.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people by:

Behaviors - (Level 1)

a. Discussing the need for families and schools to have rules that provide for the welfare of all members.

b. Illustrating rules which have been established by one's family.

c. Compiling a set of rules which would make life at school satisfying and productive.

f. Role-playing a classroom situation in which rules have been imposed by an authority-figure.

g. Discussing the aspects of living under rules which have been established through group processes.

h. Matching a rule with a problem that the rule is designed to correct and discussing implications.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect by:

Behaviors (Level 1)

b. Verifying the fact that there is a need for rules in order to make the school a safe place to live and work.

d. Writing a story or play illustrating possible consequences of disregarding established rules.

e. Discussing the discipline policy established by the school.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance by:

Behaviors - (Level 1)

b. Proving that the well-being of the neighborhood is influenced by the residents' ability and willingness to participate in the political activity of the neighborhood.

c. Role-playing a public meeting in which a neighborhood or community problem is being discussed.

Conceptual Statement III

People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills by:

Behaviors - (Level 1)

a. Identifying and describing physical characteristics which are alike and different.

b. Concluding that love and acceptance are an important part of one's relationship with others.

c. Explaining different ways in which people may express their feelings.

e. Explaining how one depends upon others to satisfy basic needs.

f. Demonstrating ways in which people communicate non-verbally.

g. Determining appropriate actions to take in an unknown or unfamiliar situation.

h. Stating the positive qualities of people with whom one interacts.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture by:

Behaviors - (Level 1)

b. Distinguishing one ethnic group from another.

d. Identifying and describing the ethnic/racial make-up of one's own family/school/community.

e. Identifying and describing games, music, food, and customs that have been contributions of specific ethnic groups.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture by:

Behaviors - (Level 1)

a. Locating on a simplified globe or world map the place inhabited by one's ancestors.

b. Comparing his own life-style with the life-style of children of several different world cultures.

Conceptual Statement IV

People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources by:

Behaviors - (Level 1)

a. Identifying resources available in family, neighborhood, and community.

b. Describing how these available resources are used to meet needs.

c. Showing evidence that one is making wise use of resources available in one's environment.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions by:

Behaviors - (Level 1)

a. Describing changes in the economic patterns of families.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services by:

Behaviors - (Level1)

a. Describing how members of the family, neighborhood and community are producers and consumers of goods and services.

b. Planning wise use of personal resources; i.e., coupons, allowance, tokens.

Conceptual Statement V

People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures by:

Behaviors - (Level 1)

a. Comparing communities today with communities of earlier times.

b. Identifying family customs, traditions and ways of doing things which have been passed from parents to children.

f. Comparing photographs of buildings or places which have been taken several years apart and noting changes.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences by:

Behaviors - (Level 1)

a. Securing facts to prove that individuals and groups are in a constant state of change.

b. Participating in recycling programs.

e. Collecting evidence that both human and animal families plan for the future.

g. Developing good habits of personal health and safety.

Conceptual Statement VI

People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems by:

Behaviors - (Level 1)

b. Classifying one's neighborhood or community according to land use - agricultural, industrial, residential.

c. Constructing maps to show neighborhood/community settlement patterns and population density.

e. Explaining the many ways in which the community is affected by seasonal changes.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment by:

Behaviors - (Level 1)

a. Describing situations in which overcrowding affects individuals.

b. Identifying the physical characteristics of a specific neighborhood which influence life styles.

d. Describing occupations of parents in relation to resource use.

e. Constructing a set of classroom environmental laws wherein the members of the class would look for standards to maintain a healthy classroom environment.

f. Showing evidence of improved uses of resources available in one's environment.

g. Describing environmental problems in one's neighborhood.

h. Identifying incidents of waste in the home, school or community and suggesting ways to reduce or eliminate this waste.

[illegible]

School Unit

Grade 1

Key Questions:

1. What are our basic needs in school?
2. What are the responsibilities of each person in school in helping us to meet our basic needs?
3. How are our basic needs met in school?
4. How is our school organized?
5. Why do we need rules in school?
6. Why is it important that each person in school do his job?
7. How can what I do in school affect me and others?
8. How is my behavior in school affected by other people?
9. What can I do to make school a happy, better place for everyone?
10. How do we depend on each other in school?
11. What ethnic cultural backgrounds are represented within our school?
12. What individual strengths do we have?
13. How are we alike? How are we different?
14. What ethnic groups have given us the ideas, songs, food, and customs that we have in our school?

School Unit

Grade 1

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Questions:

1. What are our basic needs in school?
2. What are the responsibilities of each person in school in helping us to meet our basic needs?
3. How are our basic needs met in school?

Suggested Activities

Make copies of a list of needs: water, food, love, clothing, shelter, etc. Distribute the copies and help the class read the list. Ask why the things on the list are needs. Record on the chalkboard other needs that the children may mention in their discussion. Have them add those to their lists. Have each child draw a picture of himself/herself in the center of manila paper. Cut from the list the needs that are most important to him/her. Paste the needs around the portrait and make drawings beside each need.

Use the list of needs established in previous activity. Through discussion have class members distinguish between basic needs and wants. What can they live with or without. The list, through teacher direction, should be reduced to basic needs of food, water, shelter, clothing and love. All others will be classified as wants.

Find the words "Needs" and "Wants" on the bulletin board which your teacher has started. Use pictures you have cut from magazines or ones you have drawn and place them under the right heading. Tell your classmates why you placed them as you did.

Take the pictures which were on the "Needs and Wants" bulletin board and now are at the learning center and mix them up. Try to place them under the right headings. Add more pictures to the collection and arrange them under the correct headings. Check with the self-check answers which the teacher has placed with the learning center to see if you have placed the new pictures under the right headings.

Display pictures of the following: newspaper, tent, house, umbrella, trailer, a doorway, fence, tree, school, houseboat, and a cabin. Introduce the word "shelter" and its meaning. Role play "It was raining very hard. I had to get to the house from the car." Select pictures of the shelter and tell why. Continue the activity creating other story situations.

Suggested Activities

Display pictures of various types of schools found throughout the world. Note similarities and differences . . . discuss.

Make a booklet showing the things you need to live. Think of a title for your booklet.

Talk about your wants and needs with your friends. Have your teacher write them on a chart. Pick out only the ones you need to live. Paste these on another chart.

Tour the school. Discuss the physical plant as a shelter. Look for such building features as windows, drain pipes, and heating equipment. Tell why these features are important to each person in the school. Have the custodian explain where the school obtains its energy supply. (Water, electric, heating fuel.) How can energy be conserved?

Make a picture display showing how water helps and is used by people in school. How can water be conserved?

Make clothes out of paper or cloth to show what we should wear to school on rainy, snowy, sunny and hot days. Have your friends guess in which kind of weather the clothes would be worn. Tell why.

Cut or draw pictures of children and clothing from magazines and catalogs. Make a bulletin board identifying clothing suitable for different activities.

Cut or tear pictures of food from magazines. Paste food pictures on paper plate to show a well balanced meal. Identify the foods and discuss why people need food. Write two or three reasons.

Invite the school nurse or nutrition coordinator to visit your classroom and explain the importance of good nutrition.

Choose suitable pictures or models of food from a large group. Classify each item into plant or animal groupings.

Display pictures of people in a variety of activities (picnicking, shopping, working, building a house.) Group the pictures according to the needs they fulfill, i.e., shelter: building a house. Ask the children to pantomime people fulfilling their needs.

Display pictures of raw materials. Group articles according to clothing or shelters. Discuss their origin.

Make a heart-shaped "Love Book" by drawing or cutting pictures from magazines that show feelings of love for school friends and school family members.

Suggested Activities

Personality of the Week - (This is an on-going activity, September - June, involving each child in the class as the personality of the week once during the year.) Designate a child chosen randomly to fill the "Personality of the week" bulletin board with pictures, sentence strips, drawings, work papers, etc. which show how the child feels, what he likes, and how others feel toward him. Cover the bulletin board with plain white paper before the child begins to place pictures of a favorite T.V. star, singer, sports star, comic character, family members, etc., on the board. Positive comments by others may be recorded on the white paper. At the end of the week, the child takes the entire collage home.

Complete this sentence, "I feel loved when . . . ." Make stories into a class or individual booklet. Draw pictures to match the sentences. You could also do "I show love by . . . ."

Learn some songs that talk about feelings of love and kindness.

Think about your best friend. Write three reasons why you like her/him.

Role play - take a walk in the woods . . . a storm comes up . . . you lose your way. What will you do, where will you go, what will you eat, who will comfort you, etc.?

Take an inschool field trip to see the members of the school family at work. Make a list of the workers and their jobs when you return to the classroom.

Visit the custodians in your school. Find out what custodians do, what equipment they use, and what children can do to make their work easier. Learn their names.

Visit the school kitchen and see the parts that various people play in preparing school meals.

Prepare a list of questions, suggested by the children, to ask the principal and the school secretary when the pupils visit the school office. Make a chart with answers to the questions when the pupils return from the visit. How important are the principal and the secretary to the school?

Have the children say any word that comes to mind when they hear the word "nurse." Write responses on the board. Do this for other school workers. Discuss why certain words would or would not be associated with the specific helper.

Concept I

Suggested Activities

Pretend you are a special teacher doing his job. For example: a media specialist, aide, reading teacher. Help a classmate as the special teacher would. Ask your classmates to guess which special teacher you are.

Visit the school media center. Meet the media specialist and ask him or her to tell how we can use the library to learn. Ask her/him to show the different kinds of books, records, and machines we can use.

Invite a school bus driver to speak to the class. Write questions to find out about his duties during the school day. Ways to help?

Draw or paint pictures showing the members of the school family [illegible] work. Make a group chart or booklet called, "Workers in My School." Be sure to include everyone who works in the school in the group chart or booklet. How can you make sure no worker is missed?

Invite members of the school family to visit your classroom to tell about their job responsibilities. Tape the presentation. (Use with School Family Booklet.) Write a thank-you note to each school family member who visits with you. Instead, you may wish to ask an upper grade teacher to allow a child from his class to conduct interviews with the following activity.

To the Teacher: Set up a learning center that includes a booklet of pictures of school family members and a tape with their interviews telling about their job responsibilities. Also setup a cassette recorder with a blank tape for the child to record.
Directions for the child: Listen to the tape while you look at the School Family Booklet. Think about the school helper's job you would most like to do. Why? Record your answer on the tape that the teacher has set up. After you push the recorder button, say your name. Tell your reason for wanting to do the job you have chosen.

Pretend to be someone in the school family and act out something he does as part of his job. Can your classmates guess who you are?

Help plan a school bulletin board listing school rules. Tell what should be done and not what should not be done, i.e., we will walk in the building; we will work quietly. Follow the rules throughout the year. Change if needed.

Choose a "citizen of the day" and write sentences telling what he does as part of his school family responsibilities, i.e., pick up paper, help a friend. Put your sentences on the "citizen of the day" bulletin board under the individual's picture.

Concept I

Suggested Activities

Make a stick puppet of yourself and take part in a play with others who have stick puppets of themselves.

Situation: The teacher is out of the room for a few minutes. A visitor arrives. You are host or hostess for the week.
Situation:
You and your friend see a dog walking in the hall at school. You know the dog belongs to a boy in your neighborhood. Your friend wants to call the police. What will you do?

Watch for someone in your class doing a job that is part of his responsibilities as a member of our school family. Tell about this during the daily "sharing time."

Make pictures of custodians at work. Arrange on a chart, showing time periods in a custodian's day. Make another chart showing the jobs a custodian does during different seasons. How does the weather affect the custodian's work?

Invite the cafeteria manager, nutrition resource teacher, or food service manager to visit your class to tell how meals are planned to meet the basic nutritional needs of children.

Invite the cafeteria manager to visit your class to tell how the supply of food arrives at the school, i.e., dairy, local grocery, bakery, Central supply house (Board of Education.)

Write new words to songs that you know about members of our school family, and their jobs.

(Tune - "Lassie")

Once I had a Principal,
A Principal, A Principal
Once I had a Principal
And this is what he did.

1. Secretary
2. Cooks
3. Custodian
4. Teacher

(Tune - Thumbkin)

Where is the Principal?
In the office - working hard
Where is the teacher?
In the classroom - reading books
Where is the cook?
In the kitchen - um um good
Where is the music teacher?
At the piano - singing songs.
etc.

Concept I

Suggested Activities

Visit the other grades in your school. Discuss the activities you saw. Use pictures with captions in a booklet. Make a booklet to include the following chapters:

1. Things I learned to do before I came to school
2. In school I am going to learn to . . . .

Role play situations showing the following:

1. Making a new student feel at home and needed
2. Including someone in a game who seems to be alone
3. Asking someone to play or work in your group
4. Asking someone if you can help him/her with a job

Have a puppet show about being kind and unkind to another child on the playground and in the classroom. Select 3 classmates to act out this story. Mary, Shawn, and Tom are playing together. Shawn and Tom make fun of Mary's speech, her socks, and her new shoes. At the end of the story, the person who plays Mary's part should share with the audience how she felt when Shawn and Tom make fun of her. How should Tom and Shawn have treated Mary? Switch parts and play the same story.

Talk about audio visuals that show basic needs of children being met in school.

Suggested Vocabulary

Conceptual Statement 1

Key Questions, 1, 2, 3

nutrition
participate
deprive
feelings
love
duties
staff
principal
equipment
custodian
secretary
aide
media specialist

parent
school family
interview
roles
responsibilities
role play
conditions
cafeteria supervisor
needs
shelter
basic needs
wants
teacher

Conceptual Statement II - People need to understand the form and function of government to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms.

Key Questions:

4. How is our school organized?
5. Why do we need rules in school?
6. Why is it important that each person in school do his job?

Suggested Activities

Make a chart showing the organization of the school - principal, teachers, aides, custodian. List the responsibilities of each person.

Cover one part of the chart to show what might happen to the school organization if the people listed on the missing part of the chart did not perform their duties.

Play the game, "The Principal In the School" (sung to the tune of the "Farmer In the Dell"). The principal takes a secretary, the secretary takes a teacher, the teacher takes a child, etc. Continue the game until all school family members are chosen.

Make a school "Family Tree" bulletin board to display snapshots or drawings of the school family members. Talk about the importance of each person on the tree.

Take pictures and interview the members of the school family. Make a scrapbook of the school family. Make a list of everyday problems each member of the school family might have to solve.

Construct a learning center which has a map of the school to be used as a gameboard.

Directions to the Child: Play "A Trip Through (Name of School) School." Put your marker in your classroom to begin. Move from room to room using the dots on a pair of dice to tell how many spaces to move. If you land on a room and can name it, you may have an extra turn. If you cannot name the room move back one space. The first person to return to your room wins.

Suggested Activities

Take pictures of the learning areas in your school. Make a booklet using your pictures. Label the areas. Arrange to share your booklet with another school in the county. As you look at the other school booklets talk about different names and uses for similar learning areas.

Take a tour of the school. Make a model of the school, using materials such as shoe boxes for rooms. Paste in furniture and equipment made from construction paper.

Revisit the special rooms in the school. Discuss the different things in the rooms. (Gym, library, etc.) Select one room and make a drawing of it and its contents.

(Use a large cardboard clock with movable hands.) Show the time school begins. Show recess time, lunch time and dismissal, also times to go to bed, to get up, to leave for school, etc. Tell how time is important in helping us to organize?

Help plan a school bulletin board listing your school rules. Tell what should be done and not what should not be done, i.e., we will walk in the building; we will work quietly. Follow the rules throughout the year. Change them if needed.

Invite a member of the school patrol, police department, fire department, transportation department, your school custodian, or a resource teacher, etc., to talk with your class about the need for rules which help them to help you.

Make up a story about school rules that are needed for safety. Choose some friends and play act your story. You can make and use stick puppets in your play. Have your classmates to tell what rules your play was about.

Play a game where you follow certain rules. Play the same game without any rules. Discuss what happens.

Cut out pictures from magazines or calendars that show rules or the need for rules. Think of titles for your pictures. Share them with the class. Make a book using your pictures and your friends' pictures. Place your class booklet in the media center or where others can look at it.

Draw a picture of what happens when a rule is not followed? Tell others about your picture. Have your friends guess which school rule should have been followed.

Suggested Activities

Make pictures of your favorite playground activity. Construct picture charts of rules for safety and sharing and discuss them with your friends.

Read the story "Goldilocks and the Three Bears" and tell what rules Goldilocks broke and why the bears felt as they did.

Read the following verse:

> Stop! Look! and Listen!
> Before you cross the street.
> Use your eyes; use your ears;
> Then use your feet.
>
> Anonymous

Make up other verses about class rules. Read them to your friends. Let them guess which rule you have written about.

Think of a problem you and your friends are having in your classroom. Make up a rule that will solve the problem. Discuss how the rule takes care of the problem.

Discuss the need for class rules with the children. Let the children suggest rules that are needed. Evaluate the rules. Are they appropriate for your classroom? Be certain that children feel that their contributions are important in making the rules and following them.

Choose three friends from your class to talk with children from another grade about their class rules. Are the rules the same as yours? What ways are they different? Why?

Tell how you can help to enforce safety rules in the classroom, in the halls, and outdoors.

Draw a picture showing children following rules that protect their health and safety. Have someone help you to write your rule under your picture. Put your picture with your friends' pictures to make a bulletin board.

List five activities you do in school, i.e., playing games, eating lunch, writing on paper. Name the rules needed for these activities. How do the rules make it possible for you to do these things?

Have your teacher read the story, The Little Red Hen. Talk with your friends about what would happen if everyone in school would be like the characters in the story. How would this affect you?

Suggested Activities

List five activities, i.e., playing games, eating lunch, writing on paper, you do in school. Name the people who make it possible for you to do these things. How do they make it possible for you to do these things.

Make a picture of a cafeteria worker performing a duty. Choose some pictures to make a group chart. Think of a good title that tells about the importance of having cafeteria workers.

Invite the school nurse to visit your class. Plan to ask questions. Examples:

1. What do you do to see that children learn?
2. What do you do if a child is hurt or ill?
3. What equipment do you use?
4. What other things do you do to help children and teachers?

Play "Visiting the School Nurse." One child is the school nurse; others visit the nurse because they are sick or hurt. What will the nurse say? What will the patient say? How is the job of the nurse important?

List the classroom jobs. Discuss the importance of everybody cooperating to do the jobs. Compare school jobs with ones you do at home. Why are all jobs important?

Observe school helpers - note their respect for others. Role play the custodian, nurse, secretary, etc. Tell why you think one person is showing respect for the other. List the words or actions that are present when respect is being practiced.

Visit the cafeteria with your class. Find out what each cafeteria worker does to get your food ready. Make a chart when you return to your class telling what you saw and learned. What happens when one person who works in the cafeteria is absent?

Invite a member of the safety patrol or the pupil in charge of taking the flag down each day to demonstrate the proper way to fold a flag. Discuss reasons for doing this job each day in a special way.

Suggested Vocabulary

Conceptual Statement II

Key Questions 4, 5, 6

- school family members
- organization
- model
- rules
- media center
- enforce
- respect
- organize
- protect
- performing
- patient
- cooperating
- compare

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those skills necessary to effectively communicate and cooperate with others.

Key Questions:

7. How can what I do in school affect me and others?
8. How is my behavior in school affected by other people?
9. What can I do to make school a happy, better place for everyone?
10. How do we depend on each other in school?
11. What ethnic cultural backgrounds are represented within our school?
12. What individual strengths do we have?
13. How are we alike? How are we different?
14. What ethnic groups have given us the ideas, songs, food and customs that we have in our school?

Suggested Activities

Role play ways that kindness and consideration of others can be shown. Discuss and record on a chart (at the end of the day) ways in which kindness has been shown by you and your friends during the day.

Discuss how you would feel if you were at home ill and you received get-well messages from your classmates. Design a get-well card and write a get-well message.

Choose a friend. Take turns, and imitate your teacher's face showing happiness, sadness, or disgust. Let your friend tell how the teacher is feeling and how it makes him/her feel when the teacher looks this way at him/her. Discuss how a friend feels when you make a face at him or her.

Match a set of facial expression cards showing fear, anger, tears, sadness, happiness, loneliness, with pictures you have drawn which show how you would feel:

1. at a party
2. falling down
3. losing a friend
4. being slapped
5. being left in your room by yourself
6. getting lost

Concept III

Suggested Activities

Discuss the Jewish holiday, Yom Kippur, with the children. Explain to the children that when people celebrate Yom Kippur they forgive everyone who has been mean to them, owes them anything, etc. Ask the children to think about someone they could forgive. Ask them if they feel better after forgiving someone. Mark the date of the holiday on the calendar.

Listen to the poem *"The Cruel Naughty Boy" from the *Beastly Boys and Ghastly Girls. Poems collected by William Cole. The poem shows a child who is uncaring of things smaller than himself. How did the poem make you feel? How would you feel if you were the boy, the tiny fish, the crocodile.

There was a naughty boy,
Who sat upon the shore
A-catching little fishes by
The dozen and the score.

And as they squirmed and wriggled there,
He shouted loud with glee.
"You surely cannot want to live,
You're little-er than me."

Just then with a malicious leer,
And a capacious smile,
Before him from the water deep,
There rose a crocodile.

He eyed the little naughty boy
Then heaved a blubbering sigh,
And said, "You cannot want to live,
You're little-er than I."

The fishes squirm and wiggle still,
Beside that sandy shore,
The cruel little naughty boy,
Was never heard of more.

*Read or listen to the story "No Kidding" and discuss the outcome. (Summary Lesson) - You don't always get to do what you want to do, because you help others in turn for helping you.

*You First by Tom Whitman. Litton Ed. Publication, Inc.

Note: Give equal time to both sexes.

Suggested Activities

Listen to a story about friends. Talk about the kind of person you want for a friend.

Pretend that the boy or girl next to you tears your work paper. You know you should not hit him/her. However you are very angry. Tell some things you can do to make you feel better. Will they help angry feelings to go away? Where can you keep your work paper so your classmate cannot get it?

Write down three nice things someone did for you today. How did it make you feel? Did you remember to say thank you?

Write down three nice things you did for someone today. Who did you make happy?

Role play a situation in which a child has painted a picture and another child makes fun of his work. How do you think the child feels in this situation? What could be done to promote good feelings?

Listen to different kinds of music which show different feelings. Fingerpaint a picture to show your feelings when listening. Identify feelings shown by your friends' pictures.

Make drawings, paint or crayons, about an act of cruelty or kindness you have experienced in school. Discuss your work.

IALAC Activity: Adopted from Health Education: A Curricular Approach to Optimal Health. Maryland State Department of Education. Refer to New Perspectives in Intergroup Education, Volume 1, pp. 136-139.

Finish these sentences.

1. I feel happy when . . .
2. I feel sad when . . .
3. I am angry when . . .
4. I am frightened when . . .
5. I am jealous when . . .

Suggested Activities

Make a "thank you" booklet to give to the cafeteria staff for providing nutritious lunches and breakfasts.

Plan and play some school activities that make you feel happy or sad. Have other children show their own feelings on their faces.

Note: All children could use EPR (every pupil response) cards indicating happiness, sadness, surprise, or disgust.

The teacher makes a tape of 10 items that do and do not make school a happy place. A worksheet with 1-10 listed with a happy and sad face beside each item, accompanies the tape.

Directions:

1. Turn on the tape recorder.
2. Listen.
3. Mark your paper.

Example of questions:

1. Everyone got finished his/her papers today.
2. Someone broke a bottle on the playground and I fell on it.

Make a chart entitled "Ways to Be Friendly." Record those ways that are detected during a certain period of time. How did they make the school a better place for everyone?

Cut out magazine pictures that show friendship. Make a collage using the pictures.

Pretend a classmate is sick. Call him/her on the play phone to let them know you miss them and are worried about them. Record your conversation on a tape. Let one of your classmates pretend he is the sick child.

Write three nice things you did today. Was anyone made happy by what you did? If so, who and why were they happy?

Make a chart listing ways in which you show love for others in your classroom or other members in your school. (The Meaning of Valentine's Day)

Cut out pictures of a nurse, teacher, principal, cook, custodian, music teacher, art teacher and physical education teacher. Draw a picture of a room to match the cutout. Paste the cutout on your picture.

Make a mobile with pictures of people you need in school.

Suggested Activities

Brainstorm group, and list new and unfamiliar problems that would need a solution. Roleplay the situations.

Examples:

a. The fire bell rings when child is in location not previously discussed.
b. Child arrives at school late.
c. Child suddenly becomes ill in cafeteria.

Listen to the story, Twenty-One Children, by Virginia H. Ormsby.

Note: In this story Emelina cannot speak English when she enters first grade. She helps the children learn to speak Spanish, and they help her to speak English. How do the children help one another?

Try to list school things that you can get without the help of other people.

Tell what would happen if the teacher did not come to school. Substitute cafeteria worker, custodian, secretary, health aide, etc. in the place of the word teacher in the foregoing statement. Give your ideas of what we can do to help.

Learning Center - Match school personnel photos with pictures of job equipment. Directions: Match the proper object to the school helper.

Example: secretary - phone cook - kitchen custodian - mop

Talk to some adults in your school. Ask them to what ethnic/cultural group they belong.

Find the place on a world map where your relatives were born. (Teacher will help.) Mark the place with a flag.

Ask relatives who were born in other countries to share their experiences with you. Invite your relatives or neighbors who were born in other countries to visit your school. Ask them to bring something from their native country to share with your class.

Visit the library. Select recipes from other countries. Prepare the food. Draw a picture of what you did.

Pantomime what your talent is and let the other children in the class guess what it is.

Listen to the story, Crow Boy, by Taro Yashima, and determine what the character's talent is.

Suggested Activities

Bring in a variety of materials relating to topics listed below:

"I Am Beautiful in My Own Way"
"Look at Me"
"All About Me"
"Do You Know Me?"

(One child selected per week to respond to the above.)

Write a positive statement about a child who is the "Super Star of the Week," and draw a life-size portrait of child selected.

Create a mural of things you are able to do best.

Draw pictures of things that you can do best. Discuss differences that occur within the class.

Share something that you have learned to do recently. Tell how you learned it.

Construct a booklet named, "All By Myself." Divide the booklet into the following parts:

"Things I do well at school"
"Things I do well outdoors"
"Things I wish I could do"

Suggested Activities

Listen to the story Twenty-one Children, by Virginia H. Ormsby. (In this story Emelina cannot speak English when she enters first grade. She helps the children learn to speak Spanish and they help her to speak English.) How do the children help one another?

Make a list of the ways people are alike. Make another list of the ways people are different. All class members should help to make the lists. As you finish the unit, you may want to change the lists. Why did you change your idea?

Lie on a large piece of paper. Have a child trace around you. Cut yourself out and paint the picture of yourself. Tape yourself (picture) on the wall. Discuss likenesses and differences.

Using an inked stamp pad, make your fingerprint on paper. Compare each of your fingerprints. Are any two alike? Compare your thumbprint with the thumbprints of other classmates. Is your thumbprint like the thumbprint of anyone else?

Find a variety of faces you think are interesting and cut them out of magazines. Paste on a group chart called the "Human Face." Can you tell what the people are like from their pictures? Do you think hair color, skin color, or eye color has anything to do with making people nice? Why?

Looking at yourself in a mirror, draw and color a self portrait and label it "Me." Join a small group and hold your completed self portraits up for the rest of the class to see. Ask them to tell how the portraits are alike and different.

Make shadow figures of the face and head. Pin silhouettes up around the room. Discuss likenesses and differences.

Draw pictures of things that you can do best. Share your drawings with your classmates. What differences do you discover among the things that you and others within your class do best?

Move to music being heard. (Notice variations of movement.)

Observe beautiful photographs in the book: Your Face Is a Picture, by Ethel and David Rosenberg. The photographs illustrate emotions and feelings of children from all ethnic/cultural and age groups. Children will be led indirectly to the realization that people, despite skin color, facial differences and age, share common feelings. Tell how each person feels in the pictures.

Suggested Activities

Record different voices of people the children know. Try to identify individual voices by name.

Cut out arms, legs, heads, and trunks of people from magazines. Spread out the cutouts of parts of the body. Assemble or paste body parts together to make whole figures.

Identify and describe physical characteristics which are alike and different and record. Bring in a camera snapshot of yourself to be posted on the bulletin board.

Make a picture of your hands or feet (tempera) to show differences in size, and post on bulletin board.

Discuss the differences and similarities of children's pictures found in a display of pictures of many ethnic/cultural groups. Discuss what might happen if everyone looked alike.

Pantomime children eating dinner with utensils, with chopsticks, with fingers, etc.

Name the parts of your body as you play "Simon Says" with your friends. Tell how you look like your friends. Have your teacher write these on a chart.

Learning Center - Draw a picture of a human body. Have the children label the parts of the body.

Talk with the art resource teacher about art forms representative of other cultures. Select ones that your children can make. What makes the art form representative of the culture? How is it used?

Observe TV lessons titled "Ripples" related to music and customs of multi-ethnic groups.

Use the menu (Heritage Week) as a springboard for discussion of ethnic background of the foods.

Bring to class ethnic recipes from people you know. Prepare one of the foods.

Develop the skill of weaving using the loom as children in India learn to do. Make different types of kites as children in Japan do. Work with the art teacher to decide upon designs representative of Japan.

Plan a parade - make costumes - learn music, etc. Center the activity around one specific ethnic background.

Concept III

Suggested Activities

Trace the origin of names of the children in the classroom as they reflect cultural influences. List the name, its meaning, and country of origin.
Examples:

Jacques - John - French
Paolo - Paul - Italian

Select rhythmic music patterns enjoyed by people from other cultures. Play them for the children. Have children listen for changes in tempo. Learn dances that can be done to the music.
Examples: Polka, Jazz, Tango, Marches, etc.

Investigate how people in other countries celebrate special December occasions. (Israel, Mexico, Asian and European countries.) Relate these customs to your December activities and customs.

Listen to Aesop's fables and discuss the lesson being taught. Where did the fable originate?

(A Fable)

1. A make-believe story.
2. A short story with animals acting and talking like people.
3. Teaches a lesson/or moral.

Make and taste food from various ethnic groups. Invite parents to help prepare a tasting party of a variety of ethnic dishes.

Discuss ways to say "Thank you."

Indian custom - Put hands together and smile
Japanese - say "Arigato" and bow
American - verbal "Thank you."

Why do people say "Thank you" in different ways?

Use stories or audiovisual materials to share knowledge about persons of various ethnic groups who have contributed to the development of the United States. Prepare "Who Am I" - "Who Are We" sentences. (Written or oral activity)

Use Holidays Around the World to select holidays from several ethnic groups. Compare the ways in which holidays are celebrated. One holiday may be selected to celebrate.

Learn simple words and phrases such as "Good Morning," "How are you?" in other languages.
Examples:

Thank you -	Good morning -
Arrigato (Japanese)	Bokar Tov (Hebrew)
Merci (French)	Dobre Dehn (Russian)
Grecias (Spanish)	Guten Morgen (German)

Read the book "Children of Many Lands say Good Morning."

Suggested Vocabulary

Conceptual Statement III

Key Questions 7, 8, 9, 10, 11, 12, 13, 14

- weaving
- skill
- loom
- kite
- India
- Japan
- Mexican
- motions
- fable
- Irish
- heritage
- menu
- dance
- Polka
- Jazz
- Tango
- country
- music
- different
- depend
- March
- culture
- alike
- Italian
- Yom Kippur
- English
- ethnic
- custom
- holiday
- independence
- racial

School Unit

Grade 1

RESOURCE PEOPLE

1. Local people who have lived or visited in other countries and other areas of the United States.

   - In what ways are the schools alike or different from ours? Why? Discuss the following topics:

     a. Types of building
     b. Vacations and holidays
     c. Language spoken and taught
     d. Foods served for lunch, if so
     e. Size and structure
     f. Subjects taught
     g. Transportation
     h. Games and recreation

2. Jane Dawson and Gary Durr

   - How can what I do in school affect me?

   - How does what I do affect other people?

3. Grandparents and older residents of the community

   - Where did you attend school?

   - Describe the size and structure of your school.

   - How was the school heated?

   - What did you do at lunch time?

   - What games did you play?

   - What subjects were taught?

(Follow-up for children: discuss and compare their present school with that of the visitor's school.)

4. Foreign exchange students and first generation residents of the United States.

   - In what ways are the schools in different countries alike or different from ours? Why?
     Discuss the following topics:

     a. Types of buildings
     b. Vacations and holidays
     c. Language spoken and taught
     d. Foods served for lunch, if so
     e. Size and structure
     f. Subjects taught
     g. Transportation
     h. Games and recreation

Suggested list of places to visit.

1. Tour of building

   A. Principal's Office

      - Why is it important to have a principal?
      - What do you like about your job? What don't you like?
      - Were you a teacher?
      - How did you become a principal?

   B. Secretary

      - Why does the school need a secretary?
      - What are all the machines you use?
      - What training do you need to be a secretary?
      - Do you like your job? Why?

   C. Custodian

      - How do you take care of our school?
      - When is your job harder and why?
      - Why is it important for a school to have a custodian?
      - Which one of your jobs is the hardest? the easiest?
      - Do you like your job and why?

   D. Cafeteria Manager

      - How many helpers do you have? What do they do?
      - What is your special job?
      - Where do you store all the food?
      - How do you know what and how much food to cook each day?
      - What foods do you like to cook for us?

E. Media Specialist/Librarian

- Where do you get all your books and materials?
- Why do you buy so many different kinds of books and materials?
- What do we have to do to get a book and materials from the library/media center?
- What special training did you have to be a media specialist/librarian?
- What do you like most about your job?

F. Art Teacher

- Where do you get your supplies?
- Did you have to go to college?
- What grades do you work with?
- What kind of art do you like best?
- What other schools do you visit?

G. Music Teacher

- What other instrument besides the piano do you play?
- What special training do you have?
- What other schools do you go to?
- What kind of music do you like the best?
- Where do you get all your books, record players, and musical instruments?

H. Physical Education Teacher

- Where do you get all the play equipment?
- Did you have to take special courses to be a physical education teacher?
- Why is it important that we have physical education?
- What is your favorite sport?
- What other schools do you work in during the week?

I. Resource Teacher, Reading Specialist, Special Education and Speech Therapist

- What is your job?
- What special training do you need for your job?
- What do you like best about your job?
- How many children do you work with at one time.
- How is your job different from other teachers?

J. Classroom Teacher

- Why did you become a teacher?
- What subject do you like to teach the best?
- Did you go to college?
- What other jobs do you do?

K. Aides

- What kind of work do you do?
- What training did you have?
- Why did you choose this job?
- What do you like most about your work?

SCHOOL

First Grade - Unit 1

TRADEBOOKS

Adoff, Arnold. Black Is Brown Is Tan. New York: Harper and Row, 1973.
A story-poem in which an interracial family celebrates their life together.

Aliki. Green Grass and White Milk. New York: Thomas Y. Crowell, 1974.
Interesting, factual treatment on milk.

Aliki. My Five Senses. New York: Thomas Y. Crowell, 1962.
Easy to read with bright illustrations.

Allard, Harry. Miss Nelson Is Missing. New Jersey: Houghton Mifflin, 1977.
A substitute teacher is mean and unfeeling and the students want their Miss Nelson back. The substitute is Miss Nelson in disguise.

Amoss, Berthe. The Very Worst Thing. Parents, 1972.
A "first day at school" story.

Andry, Andrew. Hi, New Baby. New York: Simon Schuster, 1970.
Deals with sibling rivalry.

Anglund, Joan Walsh. A Friend Is Someone Who Likes You. New York: Harcourt, Brace and Jovanovich, 1958.
A story of the many kinds of friends we have and some of the nice things they do for us.

Anglund, Joan Walsh. Love Is A Special Way of Feeling. New York: Harcourt, Brace and Jovanovich, 1970.
A tiny book that tells us how we may discover love - which may start in little ways.

Ardizzone, Edward. The Wrong Side of the Bed. New York: Doubleday, 1970.
A thoughtful deed saves a spoiled day from total ruination.

Barkin, Carol. I'd Rather Stay Home. Raintree, Transition series, 1975.
Some of the fears and anxieties associated with that first day of school.

Barrett, Judi. Animals Should Definitely Not Wear Clothing. Atheneum, 1970.
Good for opening a discussion on appropriate clothing.

Barrs, Tony. Bread. Wonder Books, 1974.
Traces the making of bread, gives directions for homemade loaves.

Baylor, Byrd. When Clay Sings. Scribners, 1972.
Broken bits of Indian pottery bring together a picture of old Indian ways and skills.

Beim, Jerrold. Andy and the School Bus. New York: William Morrow, 1947.
Andy can't wait until he's old enough to ride the school bus.

Beim, Jerrold. Country School. New York: William Morrow, 1955.
The new school intimidates Tony until he finds someone more frightened than he.

Beim, Jerrold. Smallest Boy In the Class. New York: William Morrow, 1949.
Tiny makes the biggest noise, draws the biggest pictures, and tells the tallest stories until he discovers something nice about himself.

Beim, Lorraine and Jerrold. The Little Igloo. New York: Harcourt, Brace and Jovanovich, 1941.
Building a little igloo for his dog seems frivolous, but the skill he acquired becomes vital when the Eskimo boy must find shelter for survival.

Bemelmans, Ludwig. Madeline. Viking Press, 1939.
All of the other children want their appendices removed when they see the special treatment Madeline receives.

Benton, Robert. Little Brother, No More. New York: Knopf, 1960.
A desire for more dignified treatment sends Little Brother on a humorous quest for a suitable new name.

Berry, Erick. Eating and Cooking Around the World: Fingers Before Forks. New York: John Day Company, 1963.
Describes staple foods and cooking customs in the parts of the world which use fingers or chopsticks to eat. Very informative teacher resource, but no recipes.

Blaine, Marge. The Terrible Thing That Happened at Our House. Parents' Magazine Press, 1975.
Things change when the mother goes back to work. A family caucus resolves most of the difficulties.

Bram, Elizabeth. I Don't Want to Go to School. Greenwillow, 1977.
Tells of Jennifer's feelings about going to school.

Brandenberg, Franz. Six New Students, Greenwillow, 1978.
Ferdinand discovers he likes a number of things in school, once he tries them.

Branley, Franklyn. Oxygen Keeps You Alive. New York: Thomas Y. Crowell, 1971.
Bright illustrations and clear text explain how important oxygen is to every living thing. A simple experiment is included.

Breinburg, Petronella. Shawn Goes to School. New York: Thomas Y. Crowell, 1973. Shawn's mother and sister take him to his first day of nursery school. Dialect.

Galdone, Paul. The Little Red Hen. Seabury, 1973.
Three roommates learn they must share responsibilities in order to get a piece of the cake.

Galdone, Paul. The Three Bears. Seabury, 1972.
The traditional Goldilocks story.

Gilbreath, Alice. Fun with Weaving. New York: William Morrow, 1976.
Some fairly easy projects are demonstrated.

Green, Mary McBurney. Everybody Eats and Everybody Has a House.
Wisconsin: E. M. Hale, 1950.
Two books in one illustrate that all animals require some sort of food and shelter.

Guilfoile, Elizabeth. Nobody Listens to Andrew. Chicago: Follett, 1957.
No one seems to have time to hear that Andrew has discovered a bear in his bed.

Harper, Wilhelmina. The Gunniwolf. New York: Dutton, 1967.
Failure to listen to her mother's warnings leads a little girl into an encounter with the gunniwolf.

Harris, Audrey. Why Did He Die? Lerner, 1965.
A sensitive poem deals with the subject and draws suitable analogies.

Hayes, Florence. The Boy in the 49th Seat. New York: Random House, 1963.
A boy moves to Tokyo and he works hard to be accepted in class.

Hoban, Russell. A Baby Sister for Frances. Scranton: Harper & Row, 1964.
Frances "runs away" to protest all of the attention being given to her baby sister.

Hoff, Syd. A Walk Past Ellen's House. New York: McGraw-Hill, 1973.
Harvey decides Ellen might need friends, just like he does.

Hogrogian, Nanny. One Fine Day. New York: Macmillan, 1971.
Stealing some milk costs the fox his tail, and causes him a good deal of trouble.

Holzenthaler, Jean. My Hands Can. New York: E. P. Dutton, 1978.
Hands can do many creative and interesting things.

Ichikawa, Satomi. Friends. Parent's Magazine Press, 1976.
Illustrates a wide variety of activities friends can share.

Jaynes, Ruth. The Biggest House. New York: Bowmar, 1968.
The "biggest house" is an apartment building. A quick glimpse at apartment living.

Johnson, Lois. Happy Birthdays Round the World. New York: Random House, 1971.

Joslin, Sesyle. What Do You Do, Dear? Young Scott Books, 1961.
A humorous approach to good manners.

Lexau, Joan M. Benjie On His Own. Dial Press, 1970.
One day Benjie must walk home alone. It is more difficult than he anticipates.

Kelly, Karin. Weaving. Lerner, 1973.
Teacher resource on the subject. May provide interesting activities for the clothing studies.

Kessler, Leonard. Tale of Two Bicycles, Safety on Your Bike. New York: Lothrup, Lee, 1971.
Humorous text and illustrations on the serious subject of bicycle safety.

Knopf, Mildred O. Mildred O. Knopf's Around the World Cookbook - Cookbook for Young People. New York: Knopf, 1966.

Krasilovsky, Phyllis. The Very Tall Little Girl. New York: Doubleday, 1969.
Being tall has some advantages which outweigh the drawbacks.

Lazar, Wendy. The Jewish Holiday Book. New York: Doubleday, 1977.
Good teacher resource with numerous suggested activities.

Leaf, Munro. Fair Play. Frederick A. Stokes, 1939.
Simple explanations of why everyone needs rules - from the individual to the country as a whole. Could be used in first grade with teacher improvising vocabulary.

Leaf, Munro. Manners Can Be Fun. Philadelphia: Lippincott, 1958 (rev. ed.)
Advice on how to act when introduced to people, how to behave at home, at school, and when playing with other children.

Lenski, Lois. Dog Came to School. New York: H. Z. Walck, 1961.
Davy's dog, Spot, visits the first grade and all goes well in the morning but by afternoon Spot gets restless.

Lionni, Leo. Pezzettino. New York: Pantheon, 1975.
Pezzettino goes on a journey of self-discovery.

McClure, Herbert. Children of the World Say Good Morning. New York: Holt, Rinehart and Winston, 1963.

Mannheim, Grete. Two Friends. New York: Knopf, 1968.
When Jenny starts school she finds she has the usual fears. Then she meets Nancy, who becomes her friend. The two girls like all the activities in school, art, music, science, and enjoy each other after school as well. A lovely story depicting the satisfying, growing friendship between a little black girl and her white friend.

Millen, Nina. Children's Festival From Many Lands. Friendship Press, 1964.
Teacher resource.

Montgomery, Constance. Vermont School Bus Ride. Vermont Crossroads Press, 1974.
A photographic journey on the school bus in Vermont.

Moore, Eva. Fun With Folktales. Scholastic, 1978.
Classroom activities for primary grades. Based on favorite folktales.

Ormsby, Virginia. Twenty-one Children. Philadelphia: Lippincott, 1957.

Ormsby, Virginia. What's Wrong With Julio? Philadelphia: Lippincott, 1965. When Julio's classmates learn why he is unhappy, they help him to overcome his difficulties. Spanish and English-speaking children work together in a room at school.

Parish, Peggy. Teach Us, Amelia Bedelia. Greenwillow Books, 1977.

Peterson, Hans. The Big Snowstorm. New York: Coward, McCann & Geoghegan, 1975.
A major snowstorm threatens an isolated farm family. Points up the necessities required for survival.

Peterson, Jean. I Have a Sister – My Sister Is Deaf. Scranton: Harper, 1977.

Provus, Malcolm. How Series. Illinois: Benefic Press, 1963.

Titles: "How Schools Help Us"
"How Families Live Together"
"How We Get Our Clothing"
"How We Get Our Dairy Foods"
"How We Get Our Cloth"
"How We Get Our Shelter"
"How People Live in the Big City"
"How Communication Helps Us"

Quackenbush, Robert, composer. The Holiday Song Book. New York: Lothrop, Lee and Shepard, 1977.
Presents 100 easy songs from 27 holidays around the world.

Reit, Seymour. Child of the Navajos. New York: Dodd, Mead and Company, 1971. To be read to first grade children, real life photographs, some pictures of Indian child at school.

Scarry, Richard. All Day Long. New Jersey: Golden Press, 1976.
Illustrates a variety of daily activities in many occupations.

Schick, Eleanor. Making Friends. New York: Macmillan, 1969.
A story without words.

Shapp, Martha & Charles. Let's Find Out About Safety. New York: Franklin Watts, 1975. Do's and don'ts for safety.

Shapp, Martha and Charles. Let's Find Out About School. New York: Franklin Watts, 1961.

Shapp, Martha & Charles. Let's Find Out What the Signs Say. New York: Franklin Watts, 1959. Reading signs is a survival skill for today's child.

Slobodkin, Louis, Thank You, You're Welcome. Vanguard, 1957.

Stanek, Muriel. How Rules and Laws Help Us. Benefic Press, 1969.

Brenner, Barbara. Faces. Dutton, 1970.
This interesting photographic picture book tells what each of the sense organs is for and some of the sights, sounds, smells, and tastes that may be experienced through them.

Brownstone, Cecily. All Kinds of Mothers. New York: David McKay Co., 1969.
Mothers are a diverse group, but they have at least one thing in common. They love their children.

Buchheimer, Naomi. I Know A Teacher. Illustrated by Leonard Shortall. New York: Putnam, 1967.
A little boy's first day at school is filled with happy new experiences.

Carle, Eric. The Very Hungry Caterpillar. Collins/World.
A good discussion starter for the types of food we should eat.

Cartwright, Sally. What's In a Map? New York: Coward, McCann & Geoghegan, 1976.
This elementary treatment of the subject can help in developing a child's sensitivity or awareness of his/her surroundings.

Caudill, Rebecca. Did You Carry the Flag Today, Charley? New York: Holt, Rinehart and Winston, 1966.
Charley, who is four "a-going on five" goes to the "Little" summer school at Raccoon Hollow where he finds many new things to excite his curiosity. Each day one child is chosen to lead the boys and girls to the bus and carry the flag. This is the story of how Charley finally came to carry the flag.

Charlip, Remy. Handtalk: An ABC of Finger Spelling. Parents, 1974.
Introduction to a means of communication for the deaf.

Choate, Judith. Awful Alexander. New York: Doubleday, 1976.
Everytime a little boy does something wrong, he blames it on awful Alexander.

Clark, Ann Nolan. In My Mother's House. New York: Viking Press, 1941.
A poetic look at the life in an Indian pueblo.

Clifton, Lucille. Everett Anderson's Friend. New York: Holt, Rinehart & Winston, 1976.
Everett Anderson is dismayed when a family of girls move in next door, but he learns a lesson in friendship in this verse story.

Cohen, Miriam. New Teacher. New York: Macmillan, 1972.
The same appealing children who appeared in Will I Have a Friend? are apprehensive at the prospect of a new teacher. She turns out to be pleasant and fun, though quite different from their old one.

Cohen, Miriam. When Will I Read? Greenwillow, 1977.
Lovely introduction to first grade and reading.

Cohn, Miriam. When Will I Read. Greenwillow, 1977.
Lovely introduction to first grade and reading.

Cohn, Miriam. Will I Have A Friend? New York: Macmillan, 1967.
Jim is very apprehensive about his first day in school and asks his father "Will I have a friend?" The other children are busily playing. All seem to be friends and pay no attention to Jim. However, Paul soon notices Jim and makes friends.

Cole, William. Beastly Boys and Ghastly Girls.

Cooper, Terry T. and Marilyn Ratner. Many Hands Cooking: An International Cookbook for Boys and Girls. New York: Crowell, 1974.

Creekmore, Raymond. Fujio. New York: Macmillan, 1951.
A Japanese boy aspires to climb Fujiyama with his father. A good look at Japanese traditional lifestyle.

Cretan, Gladys Yessayan. Me, Myself, and I. New York: William Morrow, 1969.
Although his imagination gives him many identities from astronaut to cowboy, the boy decides he is most pleased to be himself.

DePaola, Tomie. Charlie Needs a Cloak. New York: Prentice-Hall, 1974.
The story of how the cloth is made from sheep to cloak. Well illustrated.

De Paola, Tomie. Strega Nona: An Old Tale. New York: Prentice-Hall, 1975.
A "sorcerer's apprentice" type story about a young man who causes his town problems by his misuse of a magic pasta pot. Good introduction to a foreign dish.

Esme, Eve. Farms. Wonder Books, 1973.
Farms are an important source of food.

Ets, Marie Hall. Talking Without Words. New York: Viking Press, 1968.
Presents the concept of nonverbal communication with good examples from everyday life.

Fassler, Joan. Howie Helps Himself. Albert Whitman, 1975.
A handicapped child wants to learn to move his own wheelchair.

Fiorotta, Phyllis. You and Me and the Heritage Tree: Ethnic Crafts for Children. Workman Publishers, 1976.

Funk, Tom. I Read Signs. Holiday, 1962.
Rhymes and lively pictures highlight this tale of Peter Malone who can read signs.

Gaer, Joseph. Holidays Around the World. Boston: Little, Brown & Co., 1953.
Teacher resource.

Ets, Marie Hall. Nine Days to Christmas. Viking, 1959.

Sharr, Christine. Clothes. Wonder Books, 1971.
Fashions vary, but clothes remain essential in most parts of the world.

Sharr, Christine. Homes. Wonder Books, 1971.
Homes may be different, but they all fulfill a basic human need.

Simon, Norma. I Was So Mad. Chicago: Whitman, 1974.

Smaridge, Norah. School Is Not A Missile Range. Abington: 1977.
Funny verses stressing manners in school.

Spiegelman, Judith. UNICEF'S Festival Book. UNICEF, 1966.
Brief summaries of a number of holidays throughout the world.

Stanek, Muriel. About Our School. Benefic Press, 1968.
Easy to read introduction to school.

Steiner, Charlotte. Karoleena's Red Coat. New York: Doubleday, 1960.
Story takes place in Austria. Karoleena goes to school for the first time.

Stone, Elberta H. I'm Glad I'm Me. G. P. Putnam's, 1971.
A celebration of self.

Stover, JoAnn. If Everybody Did. David McKay, 1960.
What would happen if everybody did exactly what everybody else did? Practically anything in the unlimited world of imagination. For what is more real in a child's world than the desire to do what others do?

Tucker, David. Something Special. Wonder Books, 1970.
The "something special" Billy is invited to see turns out to be his friend Pablo's baby brother.

Udry, Janice May. Let's be Enemies. New York: Harper & Row, 1961.
Illustrates child relationships. One child in the group always wants to be the boss. Story tells how the others made him overcome this and gain friends.

Udry, Janice. What Mary Jo Shared. Whitman, 1966.
Everyone in Mary Jo's class has something to share but Mary Jo. Finally she surprises her teacher and brings someone special.

Vigna, Judith. The Little Boy Who Loved Dirt and Almost Became a Superslob.
Albert Whitman & Co., 1975.
Jonathan James hates to wash, so he joins the Superslobs who live in mud and never bathe. That is, until he gets homesick for his mother.

Whitney, A. M. Just Awful. Addison, 1971.
James has his first visit to the school nurse when he cuts his finger.

Viorst, Judith. *My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins, or Things*. Atheneum, 1977. Mothers sometimes make mistakes, so when should you trust them to be right?

Whitman, Tom. *I Build, Belong and Believe*. "You First" - American Book Co.

Williams, Barbara. *Someday, Said Mitchell*. E. P. Dutton, 1976.
Mitchell is going to do lots of nice things for his mother when he's big, but his mother has some nice ideas for being helpful while he's waiting to get big.

Wiseman, Bernard. *Morris Goes to School*. Harper & Row, 1970.
Because he can't read, Morris the moose goes to the fish store to buy candy, and because he can't count he has a problem when he tries to pay for his gumdrops. The candy man tells him about a place called school and Morris decides to go there to learn to read and count. A funny story for the beginning reader.

Woods, Betty. *A Wall Around My Yard*. Reilly & Lee, 1965.
Two children who should be playmates cannot get to know each other because a wall separates their yards. They become suspicious and afraid. An illuminating story about child relationships.

Yashima, Taro. *Crow Boy*. The Viking Press, 1955.
This is the story of a strange, shy little boy in a village who was ignored by his classmates until suddenly, almost too late, they discovered he had much to give them.

Zolotow, Charlotte. *Do You Know What I'll Do?* Harper & Row, 1958.
A book of sharing. Love between a brother and sister and what a sister will do for her brother.

Zolotow, Charlotte. *If It Weren't For You*. Harper & Row, 1966.
An older brother assesses the disadvantages and advantages of having a sibling.

Zolotow, Charlotte. *My Friend John*. Harper & Row, 1968.
Tells about friends who share secrets and always stick together. They are best friends who like "everything that's important about each other."

Zolotow, Charlotte. *The Quarreling Book*. Harper & Row, 1963.
Bad moods can be contagious, but so can good moods.

Zolotow, Charlotte. *William's Doll*. Harper & Row, 1972.
Williams desire for a doll is finally satisfied by an understanding grandmother.

SCHOOL

Grade 1

TEXTBOOKS

Anderson, Edna A. Families and Their Needs. New Jersey: General Learning Corporation, Division of Silver Burdett Company, 1972.

Brandwein, Paul, et al. The Social Sciences - Concepts and Values. New York: Harcourt, Brace and Jovanovich, Inc., 1970.

Burkhardt-McGuiness. Our Community - Lunch At School, pp. 57-61.

Fraser, Dorothy M. Our Homes and Our School. New York: American Book Co., 1961. "At School" pp. 4-26; "School Plans" pp. 82-100; "The School Pet Show" pp. 100-117.

Goldsborough, June. At Home In School.

Hunnicutt, C. W. We Live With Others. New York: L. W. Singer, 1963. "We Go to School" pp. 49-82.

Hunnicutt, C. W. We Play. New York: L. W. Singer, 1963.

LaRue, Sydney & William. Voices of Families. Chicago: Leswing Communications, Inc., Stone Educational Publications, 1971.

Mill, Eleanor. My Schoolbook of Picture Stories.

Oechsli, Kelly. It's Schooltime.

Preston, Ralph C. In School and Out. Boston: D. C. Heath, 1964. "In School" pp. 8-65.

Rapparlie, Evalyn. Man and His Families. Illinois: Benefic Press, 1971. School Unit is #5, #6, pp. 77-108.

Samford, Clarence. You and the Neighborhood. Chicago: Benefic Press, 1963. "Learning at School" pp. 65-68. Teacher's guide available.

Scarry, Patsy. Schools Around the World. New Jersey: Silver Burdett, 1965. A good source of pictures showing schools around the world. Children can see different ethnic cultures. Vocabulary would have to be adjusted for first grade but advanced first graders could read it. Countries represented: Canada, Mexico, Australia, Far East, New Zealand.

Senesh, Lawrence. Our Working World - Families at Work. Chicago: Science Research Associates, Inc., 1963.

Swinney, Genie Mae. Your School and Neighborhood. Boston: Ginn, 1966. "At School" pp.6-16.

Troop, Miriam. Children Around the World. New York: Grosset and Dunlap, 1958. Text - for teacher's use.

Zolotow, Charlotte. You and Me - Learning About Schools and Families. New York: Macmillan Publishing Company, 1974. Text - First Graders can read.

SCHOOL

Grade 1

FILMS AND FILMSTRIPS

KITS AND RECORDS

Audio-Visual Material available from the Instructional Media Center, Cresaptown, Md.

F-427	Curious George Rides a Bike
F-232	A First Film on Finding Your Way to School Safely P, 9 min., color, 1966. This film covers street addresses and cross walk signs.
F-190	Fun of Making Friends
F-069	I'm No Fool With a Bicycle The bicycle - its history and safe use as presented by Jiminy Cricket.
F-071	I'm No Fool With Fire Covers history, use, and control of fire.
F-6175	Importance of Values A series of dramatized events illustrate a variety of values appropriate to a school situation. Teacher's Guide.
F-566	Madeline This is a film made from the familiar Bemelmans book about 12 little French girls. Film guide points out how to best use the film for discussion on group processes and interpersonal relations. 7 minutes, color.
F-048	Me and the Monsters Cleverly reveals six "secrets" to overcoming prejudices and fears.
F-6212	They Call Me Names Good for teacher awareness but not for use in the classroom. Deals with mental retardation.
F-591	This Is My Friend Two rowdy young boys learn a lesson in friendship.
F-370	Why We Need Each Other: The Animals Picnic Day Celebrates differences in a clever and imaginative fashion. Study Guide.

FS-4106 CT	Community Workers and Helpers - Group 1 School Workers
FS-710	The Country School A look at a one-room country school
FS-436F CT	Getting Along Focus on love, hate, anger, jealousy, selfishness
FS-130 M	How Do You Feel? P, I, 1972 How Do You Feel About Other Children? Animalsand Plants? Your Community? Being Alone? Your Home and Family? School?
FS-4617 CT	I Can, #1 Something Beautiful - making gifts Zippety Zip - fasteners Music and Dance Pumpkin Pie - classroom cookery Excellent Teachers' Guide K, P, 1973
FS -4621 CT	I Can, #2 Cardboard City Living Things - care of pets Care of Myself Four Stories - original experience stories Excellent Teachers' Guide K, P., 1973
FS-3899 R	Kindle: Who Am I? Five filmstrips, records and guides "The focal point is the individual as a unique being . . ."
FS-4598 CT	Learning About Me
FS-3849 CT & R	Legend of Patch the Pony Patch the Pony teaches children to be wary of strangers.
FS-5168 CT	Let's Be Enemies A charming story of two small boys and their brief spat.

FS-2015	Let's Begin (Filmstrips about Feelings) - Together - Angry - Shy - Friends - Big - New - Afraid 7 Filmstrips, 7 Guides, Primary
FS-3152 R	Oaktree 7 Deals with basic needs
FS-4521 CT	Teaching Children Good Manners and Behavior Two filmstrips and cassettes which contain 10 unfinished stories of social situations and dilemmas.
FS-3893 R	Teaching Children Values (primary) Open-ended stories which leave the student thinking.
K-1313	The Me I Can Be - Lollipop Dragon
FS-1175	Bike Basics 72 Frames Color
R-6034	Crow Boy

GRADE 1

Neighborhood

Social Sciences

Neighborhood

Grade 1

The purpose of this unit is to help the child develop an understanding of his role in the neighborhood in relation to his role at home and at school. The unit will extend his understanding of group living and of his individual responsibilities as a member of a group. The unit also includes a comparison of the students' own neighborhood with a chosen neighborhood which has a different environmental/cultural/ethnic make up.

Neighborhood Unit

Grade 1

Key Questions:

1. What is a neighborhood?
2. How are neighborhoods alike and different?
3. What basic needs do people have who live in a neighborhood?
4. Who helps people in the neighborhood to meet their basic needs?
5. What rules do you need to be a good neighbor and why is it important to obey the rules?
6. How can actions of neighbors affect themselves and others?
7. How can I make my neighborhood a happy, better place for everyone?
8. How do neighbors depend on each other?
9. What ethnic/cultural groups live in your neighborhood and how have they helped to make it a good place to live?
10. How does your neighborhood compare with a neighborhood in another community?
11. How does a neighborhood depend upon another neighborhood?
12. How do people in a neighborhood earn and spend money?
13. How has your neighborhood changed?
14. How are the people in your neighborhood affected by the environment?

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Questions:

1. What is a neighborhood?

2. How are neighborhoods alike and different?

3. What basic needs do people have wholive in a neighborhood?

4. Who helps people in the neighborhood to meet their basic needs?

Suggested Activities

Plan a walk around the school neighborhood. Prior to the walk, develop a list of questions with the children which can be answered when the children return to the classroom similar to the following:

1. How big is the neighborhood?
2. What kind of houses are there?
3. Are there any stores or churches?
4. Is there a school, post office, or fire station?
5. Is there a theatre, hospital, or library?
6. Are there street lights, sidewalks, dirt road?
7. Are there children in the neighborhood? Where do they play?
8. How do people get to and from the neighborhood?
9. Is the neighborhood a part of a town?
10. Is there a factory in the neighborhood?

Use experience paper to record the answers to the questions about the school neighborhood.

Draw pictures of the nearby places which the children saw on their tour of the school neighborhood. Discuss the fact that people who live within walking distance of the school are in the school neighborhood. People who live within walking distance of your home are in your neighborhood.

Duplicate the same questions used during the school neighborhood visit for children to use as they tour their own neighborhoods. Arrange for them to share the information about their neighborhood with other members of the class. Compare the neighborhoods. Using a chart with headings similar to those which follow, summarize what the children have discovered about their neighborhoods.

Child's Name	Kinds of Houses	How many people live in your neighborhood?	How much open space?	Traffic
Jane	Apartment building for many people	Many, many people	Very little Few trees, no grass	Many c[illegible] and trucks
Bob	Houses for one family	No other people	Much space Many trees Many fields	Few cars Tractors

Use the information on the chart to predict the kinds of activities which might be going on in different children's neighborhoods; i.e., Jane - walking on sidewalks, playing at the neighborhood playground, playing with other children who live in the same building, etc.

Look at pictures of neighborhoods. Discuss

Who are the people?
What is each one doing?
Name all the things you see, i.e., street, curb, sidewalk, hydrant, store, etc.
Ask why it is used, who uses it and how it got there?

Discuss, do we have anything like this where we live? How is it the same . . . different?

Arrange for children to read library books describing people who live in different neighborhoods. Make a mural showing four different neighborhoods. Note similarities and differences among the neighborhoods, i.e., types of shelter, activities taking place.

Make a booklet entitled Neighborhoods Can Be Different. Include children's drawings illustrating the following statements:

1. I live in an apartment house.
2. I shop on streets with many stores.
3. I walk on crowded streets.
4. I walk on dirt roads to catch the school bus.
5. I play in my yard.
6. I play around the farm.
7. I play on the playground.
8. Others

Help children draw or paint pictures of three kinds of neighborhoods which they can visualize after hearing the poem, "Neighborhoods" by Billie M. Phillips:

Apartment houses
Projects tall,
Great big buildings
Wall to wall.

Double dwellings
Two or more
Flats with stoops
A corner store.

Low flat homes
Surrounded by
Yards and trees -
And lots of sky.

Develop an understanding of unfamiliar words and ideas in the poem with the children.

Divide the members of the class into small groups. Distribute a large sheet of paper with an outline map of an island. No one lives on the island. Lead the children to plan and draw a neighborhood on the island. Share the group maps with the entire class. Discuss what is included on the island neighborhood maps. Are the basic needs of people who might live there met? Add to and delete items as the discussion progresses.

Construct a center with objects to be placed on an island neighborhood. The objects can represent, houses, schools, churches, mountains, rivers, trees, boats, airplanes, food, etc. Code the objects according to basic needs and wants. Provide a means for the children to self-check to determine if they are able to decide which needs are basic and which are wants.

Pretend you are neighborhood planners and want to build a model neighborhood using shoeboxes, blocks, etc. List the parts of the model neighborhood on a chart. Choose children to complete specific areas of the neighborhood. Discuss what has been included. Have the basic needs been met?

Make up or act out a story about a family producing all the things needed to live. Select a farming and a city area as the place the family lives. How will the needs be met? Will they be different?

List the basic needs of people in a neighborhood. Ask the children where these items come from. Have them draw a picture map of how these items get to their neighborhood and to their house.

Distribute magazines to children asking them to cut out pictures of houses in different climates, i.e., desert, arctic area, jungle, etc. Make a bulletin board display with pictures they have found. Identify those houses which are similar to ones found in the children's neighborhoods.

Display illustrations or pictures of children in different environments. Ask the children to identify what things all children around the world need in order to live healthy lives. Use the globe to locate the places where the children live.

Assemble a scrapbook containing pictures of clothing worn during different seasons of the year. What fabrics are used to make the clothing?

Chart a list of things that people could not do if they had no water. Next substitute each of the following: air, food, clothing, shelter, for the word water in the sentence. What could be substituted for each of the foregoing necessities? Rank order the basic needs. Which could you live awhile without?

Construct a bulletin board which shows basic needs and wants of people. Investigate the reasons for classifying some things as basic and others as wants. List the best reasons on the bulletin board to be used as reinforcement when children conclude that every person has basic needs that are common to all.

Observe I.T.V. series All About You: "What Keeps You Alive?" to make the children aware of the needs that keep us alive, well, and growing. Arrange for video-taping if I.T.V. guide indicates program will not be available during the time unit is being taught.

Cut out pictures of all types of people, fictional and real. Set up a center, People Who Help Us in Our Neighborhood. Have the children choose which people would help the neighborhood, and place on center. Tell why and how these people would help. Tell why they did not choose other pictures.
Pictures: Fairy-tale characters, policeman, mailman, doctor, milkman, grocer, fictional and cartoon characters.

Compile a list of the services that can be found in a neighborhood. Group the services according to the basic need they satisfy. How can the basic need be met if the service is not located in the neighborhood?

Construct a mobile, suspending pictures of people who help you and your neighbors to satisfy their basic needs.

Invite a mother of one of the children who sews to come to school with a partially completed clothing item she is making. Discuss who has provided the materials and the tools to make the clothing item. Who makes your clothes?

Investigate where people in your neighborhood work. Make a list of the places and indicate if any of them provide you with your basic needs. Use pictures to show what services or products they provide.

Collect pictures from magazines which represent natural resources found in the children's neighborhoods. Compare those which show resources being used wisely with those not being used wisely. Ask the children to offer solutions to problems which they observe in the neighborhood pictures. Is this a problem in your neighborhood? How can you make a change in what is happening to the natural resources?

Make a litter bag for the family to use. Take the responsibility for emptying it. How can each person keep our neighborhood litter free?

Chart a list of ways children can contribute to the well-being of members of their household and their neighbors. Illustrate the chart.

Locate a story about a policeman and read it to the class. Why are police needed?

Keep a card file listing people and places in the school neighborhood. Add to the list throughout the year as new neighbors or places change. Discuss how these people and places contribute to a good neighborhood.

Make a list of building materials used in the homes in your neighborhood. Collect samples and display them at a center where children can identify and classify them.

Draw pictures or photograph people who are neighborhood helpers. Discuss the ways they help us. Write sentences telling which person you would like to be and how you would help your neighborhood.

Pretend you are a helper in the neighborhood and describe your job. For example: I am a fireman. My job is . . . . I help you when . . . .

Help the children make up a song to a familiar tune such as "This Is the Way We Wash Our Clothes," or "The Farmer In the Dell," about responsibilities of neighbors in helping to make the neighborhood a better place to live.

Conduct a discussion of garbage and the neighborhood.

1. What is meant by garbage?
2. What do you do with your garbage?
3. Why is it not a good thing to leave it around?

Make a booklet entitled The Helpers in Our Neighborhood. Write a sentence telling how each helper makes the neighborhood a better place to live.

Suggested Vocabulary

neighborhood
street
curb
apartment
dwellings
policeman
mailman
farm
climate

houses
stop
go
basic needs
environment
resources
fireman
city
fabric

farm
suburb
country
transportation
goods
services

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Questions:

5. What rules do you need to be a good neighbor and why is it important to obey the rules?

6. How can actions of neighbors affect themselves and others?

7. How can I make my neighborhood a happy, better place for everyone?

8. How do neighbors depend on each other?

Suggested Activities

Take a walking tour of the school neighborhood. Observe people in the neighborhood and record on cassette tape the rules they are following, i.e., driver stopping at traffic sign, people walking on the sidewalk, person sweeping a walk, etc. Chart a list of the rules the children saw people following. Children can use magazine pictures to illustrate the chart.

Conduct a discussion encouraging children to share their ideas of what laws are and why their neighborhood needs them. Make a list of the laws the children obey in their neighborhood. Let the children tell how these rules make their neighborhood a better place to live.

Pantomime ways children can help in the neighborhood by taking care of property, following rules, etc.

Assume the role of various people in the neighborhood. Role-play these people following rules and those not. Compare and discuss why rules are needed.

Make a "Safe Play Every Day" booklet. Discuss the following questions:

1. Who should obey all traffic lights and signs? Why?
2. What does a red light mean?
3. What does a green light mean?
4. What do you do when you come to a stop sign?
5. What do you do when you see the sign SCHOOL?
6. Would you park your bike near a NO PARKING sign?

Construct safety signs and pantomime the rule for which the sign stands.

Divide the class into four or five groups. Each group will decide on a brief situation about a neighborhood rule they could act out in a skit. The other members of the class could try to guess what the rule is.

Use a cardboard box to construct a T.V. set. On a continuous roll of paper paste pictures illustrating rules children follow when going to places such as the following:

1. the store
2. the playground
3. the school
4. the neighbors
5. other places

Place the pictures in the T.V. box so they can be viewed as the roll is turned. Share the T.V. program with another class.

Conduct a survey in your neighborhood to find out how people get rid of trash. Make a class list of the different ways the children discover. How does trash removal make the neighborhood a better place to live?

List or draw all the signs you can see in your neighborhood. Discuss which signs are public and which ones are private. Have pupils select those signs that can be understood by a person unable to read. Discuss what might happen if a neighborhood had rules but no signs.

Display pictures of a stop sign, a trash container, a ball, etc. Help children identify each picture. Ask them to list some rules that they or others must follow or be careful about when they see or use the items in the neighborhood.

List rules that all people in the neighborhood should follow. Discuss why they are important.

Look for evidence that rules haven't been followed while on a walk through the neighborhood. Discuss what changes should take place to insure that the rules are followed.

Create a skit showing what a neighborhood would be like without any rules. Repeat the skit obeying the rules. Discuss the difference.

Read the poem, "Feet and Wheels" by Leon Trachtman from Our Working World, Teacher Resource Guide, S.R.A. Afterward, have students act out how people have chances to develop and share neighborly feelings when they walk about their neighborhood.

Feet and Wheels

Feet stroll.
Wheels roll.
Walkers, using soles and heels,
Are passed by speedy folk on wheels.

But
Plain old feet
Let people meet,
Let them visit, let them talk,
As they stand and as they walk.

Rolling wheels upon a car
Take people fast, take people far.
But as they're rolling here and there,
People mostly sit and stare.

Walking feet make paths, and where paths cross,
People stop to chat about the weather,
Chat about their children, pets, and boss . . . .
Crossing paths bring people close together.

Rolling wheels need highways smooth and wide
So cars can keep on speeding once they start,
And all the rushing people sit inside
As closed-up autos hold them far apart.

Feet are useful; so are wheels,
Both used well make life complete,
Just don't let wheels make you forget
The uses of your precious feet.

Sing the following song:

Friendly Neighbors

It's only friendly neighbors who make a friendly place.
And who would like a neighborhood without a friendly face?
I've searched the world both high and low, from my tip top head to
   my tip top toe.
The most important thing I know, is having friendly neighbors.

Chorus:

Friendly neighbors, make a friendly place.
Who wants to live in a neighborhood without a friendly face?

It may be on the prairie it may be near the shore.
It may be on a country road or near the city's roar.
It may be hot, it may be cold or it may be new or it may be old.
The most important thing I'm told, is having friendly neighbors.

Repeat chorus.

What Is A Neighborhood? Unit - Neighbors At Work, Record No. 1.
Our Working World, 1965.
Science Research Associates, Inc., Chicago, Illinois.

Share pictures drawn by children which show why they think their neighborhood is a good place to live. Include people and places which show how they contribute to a happy neighborhood. Add captions to the pictures and compile them into a class booklet.

Role play - Pretend you live in a neighborhood where only one person has a telephone. Have children create situations where an emergency arises and they need to use the neighbors' telephone. Show both situations - (1) the neighbor allows his phone to be used, and (2) the neighbor refuses. What circumstances could arise from this? This same activity could also be used for (a) lack of water in one's home - but not the neighbors, (b) your car will not start and you must get somewhere in a hurry - your neighbor's car works fine, etc.

Role play - A new neighbor moves into the area. How are the other neighbors going to react to this newcomer? Show situations of helping, sharing, etc. Reverse the situation wherein the neighbors sit back and do nothing to make the new neighbor feel welcome. Have the actors describe their feelings in both situations. Which did they like best?

Record a list of ways energy can be wasted in the home. Discuss ways this waste can be eliminated. What effect will this have on you and your neighbor?

Dramatize the following:

1. A family loses its furniture and other supplies as a result of a fire.
2. Your neighbor's dog is lost.

How could people in the neighborhood help?

Your neighbor puts his/her trash in your yard. How would you act?
A neighbor sends you a piece of cake. How would you act?

Discuss types of family activities shared with neighbors. Examples of borrowing or of giving assistance can be discussed. How do these activities affect your family?

Role play - A new family moves next door. What might you and your family do to help the family feel happy about living in your neighborhood?

Concept II

Write a paragraph entitled, "My Favorite Place in My Neighborhood." (Prepare the children to write by accepting their suggestions of places to write about, i.e., park, church, friend's house, store, etc.) Tell the following in the paragraph:

1. Where the place is?
2. What it looks like?
3. What I do there?
4. Why I like the place best?

Share the paragraph with a classmate.

Role play - One neighbor is disrupting the entire neighborhood, i.e., playing loud music, allowing the dog to run throughout the neighborhood. How will the neighbors react? How do they feel about their neighbor? How can you talk with your neighbor in a friendly way to solve the problem? Try to focus activity upon feelings of good will and friendliness rather than quarreling, name-calling, or threat making. Discuss why one way is better than the other.

Make a large class booklet entitled, How Can I Help Make My Neighborhood Better? Have each child draw a picture with captions showing just one thing he can do - or stop doing - that will improve the neighborhood. Stress the fact that each one doing just one thing can create changes in the neighborhood.

Show a picture of a neighborhood where everyone has a high fence around his own home. Children can discuss their feelings about living like this. Why do they feel as they do? What suggestions would they make to improve the picture? When are high fences not needed?

Display a picture of a neighborhood. Have the children finish the following sentences:

1. If I lived here, I would change
2. If I lived here, I would not change
3. If I lived here, I would want . . . .
4. If I lived here, I would not want . . . .

Record the children's sentences on a cassette. Share the picture and the cassette with a second grade studying the Community.

Discuss littering and its effect upon the neighborhood. List ways children can help clean up the neighborhood. What safety rules will they need to follow?

List ways you can help a neighbor. How will you make the neighborhood a better place to live by helping the neighbor?

Concept II

Discuss ways to keep the environment clean and safe. What is your environment? With a classmate share two ways of how you can improve your environment. Join another group of two classmates and share your ideas.

Simulate making telephone calls to government departments that have the responsibility for providing goods or services to your neighborhood. Use situations such as the following:

1. You see someone stealing from a neighbor's house
2. You notice that a neighbor's garage is on fire
3. You have seen rats in the alley behind your house
4. Your trash cans have not been emptied for a week

Help the children make up a poem about neighbors helping each other. Include such things as watering the garden, caring for pets when neighbors are away, going to the store for a neighbor, carrying in groceries, etc.

Observe the TV lesson All About You, "Everybody Needs a Friend." Friends are necessary for sharing ideas and feelings. Tell how a friend from your neighborhood can depend on you.

Make a class chart showing goods and services you would like in your neighborhood. Which ones can be provided within the neighborhood? Which ones come from outside the neighborhood?

Suggested Vocabulary

government
rules
responsibility
safety
signs
public
emergency
prevent
signs

private
trash
friend
store
groceries
citizen
protect
habits
health

Conceptual Statement III - People must have a knowledge of the ethnic and cultural composition of the United States and an awareness of the diverse cultures of the world. Further they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Questions:

9. What ethnic/cultural groups live in your neighborhood and how have they helped to make it a good place to live?

10. How does your neighborhood compare with a neighborhood in another community?

Suggested Activities

Interview people who live with you. Ask them to tell you about your ethnic heritage background. (The teacher may write a letter requesting the adults in the household to share this information with the child.) Use the interview information to make a class identification chart showing the different ethnic groups represented in the class.

Indicate the countries where children's ancestors lived before they came to this country, on a flat map using stick pin flags. The flag can represent a unique feature of the country identified. (Germany - castles, England - King and Queen, etc.) Suggest that the children ask their parents to help them think of a symbol.

Make a list of restaurants, churches, clubs, and places of business in your neighborhood. What ethnic/cultural groups did their founders represent?

Set up a reading corner. Include a wide selection of books about children who have different ethnic backgrounds. Ask the children to select one of the stories which most resembles his/her own ethnic heritage. Arrange for each child to share why he thinks the ethnic heritages are similar.

Ask persons with varied ethnic backgrounds to visit the classroom and share information with members of your class about their customs, food, clothing, music, and art. Ask them to bring items to show the class which are representative of their culture. Request that they also share favorite stories about their childhood. They might bring photographs to share also.

Concept III

Suggested Activities

Develop a chart which shows a comparison of the ethnic backgrounds of the resource people. Ask the children to find out if they have neighbors who have ethnic backgrounds similar to the ones they heard about from the visitors. List the names of neighbors and at least one contribution each has made to the neighborhood.

Ask children who observe holidays of other cultures to tell about the holiday and its customs. How does the fact that some of the neighbors celebrate different holidays affect my neighborhood?

Collect pictures of people in different parts of the world wearing their distinctive clothing. Locate the countries where these people live on the world map and globe. Show the belts of climate. Discuss the reasons why these people dress the way they do.

Compile a list of names of animals commonly found in your neighborhood, i.e., cat, dog, horse, etc. Conduct research to discover what animals are found in neighborhoods of other countries, i.e., Mexico - burro; India - cow, etc.

Have a tasting party. Obtain some of the different kinds of bread people have introduced to America from other parts of the world. Children can compare these with bread they eat.

Suggested Vocabulary

ethnic/cultural group
heritage
custom
celebrate
holiday
dress styles
schools
north
south
east
west
interview
compare
country
contribution
language
education
climate
direction
map
globe
key

Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Questions:

11. How does a neighborhood depend upon another neighborhood?

12. How do people in a neighborhood earn and spend money?

Suggested Activities

Develop a chart classifying many foods according to their sources, i.e., plants, trees, leaves of plants, roots of plants, animals, cows, etc.

Ask the children to indicate the food that is produced in their neighborhoods.

Foods will be produced in some neighborhoods. Some neighborhoods will depend on other neighborhoods for their foods. What will occur to encourage the people who raise food to share it with those who do not?

Make a chart. Illustrate or cut pictures that match the captions.

1. These things are found in my neighborhood.
2. This is how I help my next door neighbor.
3. I get these things from a farm neighborhood.
4. Long ago my neighborhood did not have these things.

Explain how money might have an effect on activities stated above.

Make a flannel board story of a child that is ill or hurt. Ask the pupils what can be done to receive help to make the child well again. Show how the community responds to assist someone that needs medical attention. Ask the pupils who arrange for this community help to neighborhoods? How is it paid for?

Visit the source of your neighborhood water and sewage supply. What other neighborhoods receive water from the same source? How is the water delivered to your house? Why is there a sewage treatment plant? Is it necessary to pay for this service?

Concept IV

Suggested Activities

Create a story about how oil, gas, or coal is brought to a pupil's home. Discuss who brings it? How that person got the fuel? Where the fuel came from initially. (This activity would show the interdependence of neighborhoods in the world community.)

Choose one item in your house that is used for living. Examples: food, furniture, etc. Explain how the item was brought to your house. Where did the item come from? If it was purchased at a store, speculate where the store obtained it. Make a picture chart of places that contributed to the item you chose. Are they outside of your neighborhood?

Make a collection of empty food cartons. Use a wall map and push pins. Have children find the name of the city or state where the product came from. Designate with push pin. Use yarn to connect all push pins to the one pin which designates your neighborhood.

Have pupils draw pictures of their parents at work. Use the pictures to construct a chart showing different goods and services that can be obtained in exchange for part of a family's income.

Ask the student if they are granted allowances for chores they perform. Have them discuss what they do with their money. Let them draw a pie chart showing where the money goes. Discuss the reasons why we need money even in the first grade.

Conduct a discussion with the children. Ask, "How do workers get things they need but do not make?" Use terms like pay, income. Guide pupils in discussion of the relationship between work, pay or income, and buying needed goods or services in or out of their neighborhood.

Discuss ways in which children can earn money in their neighborhood. List these on a chart. Examples: Make and sell Christmas decorations. Run an errand for someone. Participate in a bake sale.

Ask each child to bring a favorite toy to class and tell how he got it. Where did he or the person who gave it to him, buy it? Where did the store get the toy? Was it produced in the child's neighborhood?

Concept IV

Suggested Activities

Distribute $2.00 in play money to each child. Plan how you will spend your money or what you will do with the money earned. Will it be necessary for the child to go outside his neighborhood to spend the money?

Have children discuss paying for things with checks. Talk about what it means and how convenient it is for people who may not want to carry a great deal of money with them.

Ask children to make pictures of things for which tax money pays. Later show the pictures and discuss them.

Suggested Vocabulary

fuel
payment
money
depend
sewage treatment
coal
gas
oil

Conceptual Statement V - People must understand the importance of significant human experiences.

Key Question:

13. How has your neighborhood changed?

Suggested Activities

Play a game: Have pupils play "Which Were First?" to help establish time relationships. Ask questions such as "Which were first - light bulbs or candles?" and "Which were first - looms for making cloth or stores where people buy clothes?"

List, draw, or collect pictures which illustrate goods and services found in the neighborhood which were not available in great grandfather's day, i.e., laundromats, automatic washers and dryers, frozen foods, TV dinners, jet travel, drive-in banks, theatres, etc.

Construct a table-top model of your neighborhood as it is today. Use milk cartons and boxes for buildings. Add trees, streets, etc. Then construct another model, placed next to this one, of an Indian village. (Show film or filmstrip first.) Have children compare the two models.

Establish a setting for this activity by relating the following episode to the children: I live in a small neighborhood. It has only one store. Everyone grows his own food. One day some people from far away build a big shoe factory in the next block. This factory needs many people to work in it. What will happen to my neighborhood?

Talk with your parents and/or older people in the neighborhood. Ask them to tell about your neighborhood and the way it has changed. Invite them to the next class to share their stories. Tape the information and play the cassette for your class. (Photographs may be available to share also.) What change surprises you most? Why?

Display a picture of a new building under construction in your neighborhood. Ask:

1. Who might use the new building?
2. Why might people need it?
3. Why might they want it?
4. What might have been there before?
5. What workers might work on the building?
6. How might the building and the people who will be using the building change the neighborhood?

Concept V

Suggested Activities

Collect photographs taken over several years of the same building or areas of the neighborhood. Note the changes and suggest reasons for them.

Suggested Vocabulary

regulations

change

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question:

14. How are the people in your neighborhood affected by the environment?

Suggested Activities

Ask the media specialist to serve as a resource to show the children many different neighborhood environments using pictures, tradebooks and filmstrips.

Make certain the following environments are included:

- hot places
- cold places
- city
- country
- suburbs
- places near oceans and lakes
- places in mountains and in deserts

Compare the environments using the following criteria:

- effects of seasons
- housing
- necessities for growth of food
- variety of seasonal changes
- rural and urban settings

Divide the class into four groups. Collect some boxes, provide an ample supply of construction paper and glue and let each group construct a neighborhood. You can provide stones and twigs to be used as part of the landscape. Each group's model neighborhood should depict a different season. What activities are going on in the neighborhood during the season which is represented?

Role play a family living in your neighborhood. What do members of the family do to make the environment a better place to live?

Help the children discover how the availability of land and materials affect the kind of houses we build by showing pictures of types of houses and various sizes of lots. Have children match types of house to types of lots.

Concept VI

Suggested Activities

Collect or take pictures of areas in the neighborhood to show physical environment. Hills - wooded areas - creeks, coal mines. Display them along with contrasting pictures of a desert area. Discuss differences and any similarities.

Ask the children to bring to class pictures of people from other nations. As each child shows his picture, have the other children suggest what the weather might be in the country. How does the weather compare with the weather in the child's neighborhood?

Show a picture of Antarctica. Discuss the problems and expenses of living in that environment. Repeat the same activity using a picture of each of the following environments.

a city
a jungle
a farm
a town

Make a list of things in your neighborhood which are problems for the people living there. What can be done to remove the problems? What will it cost to solve the problem? Are there ways to solve problems without spending money?

Suggested Vocabulary

environment
lot
spring
summer
fall
winter

lumber
bricks
plow
plant
pollution

Places to Visit

1. The School Neighborhood (A walking tour)
   Stress the definition of a neighborhood as being that area within walking distance of the school or of the child's home.

Resource People

1. Person to Share Ethnic Heritage Background

   Suggested Questions

   - What is your ethnic heritage?
   - How was the neighborhood where you lived as a child different from the one you live in now?

2. Long Time Resident of the School Neighborhood

   Suggested Questions

   - How has the school neighborhood changed?
   - How do you feel about any change that has taken place?
   - What was in the neighborhood before the school was built?
   - Where did the children from this neighborhood go to school then?

3. Member of the Ethnic Advisory Group

   Suggested Questions

   - What is your ethnic heritage?
   - Will you describe your neighborhood for us?
   - How was your neighborhood different from this neighborhood?
   - How was your neighborhood like our neighborhood?

4. Mailman

   Suggested Questions

   - How do you get to our neighborhood?
   - How often do you deliver mail to our neighborhood?
   - How many homes do you deliver to in our neighborhood?
   - How has the neighborhood changed since you have been delivering mail here?

Glossary

Culture - totality of the learned attitudes and activities that people in the group share; has its own system of values as well as of behavior patterns.

Cultural mosaic - a multiplicity of cultural groups living side by side in a mosaic.

Ethnic group - a group of people who differ from other groups of people in the United States in race, religion, or cultural background.

Life style - the way of life of a group of people; how they live, the tools they use, the language they speak, and the ceremonies and rituals they adopt; evolves out of man's attempts to meet his needs.

Prejudice - learned responses; false images blocking the paths to realistic understanding and relationships: results in the dehumanization of the individual.

The glossary is listed for your information and use as you develop this unit. It is not meant to limit the scope of the unit, nor is it to be considered complete. It is merely a resource for your convenience.

Human Feelings - Characteristics

fear
anger
happiness
sadness
surprise
anticipation
anxiety
love
hate
compassion

depression
prejudice
loneliness
sympathy
pride
courage
integrity
loyalty
concern
persistence

ambition
greed
guilt
hardiness
honor
hostility
independence
sincerity
jealousy
kindness

Human Needs

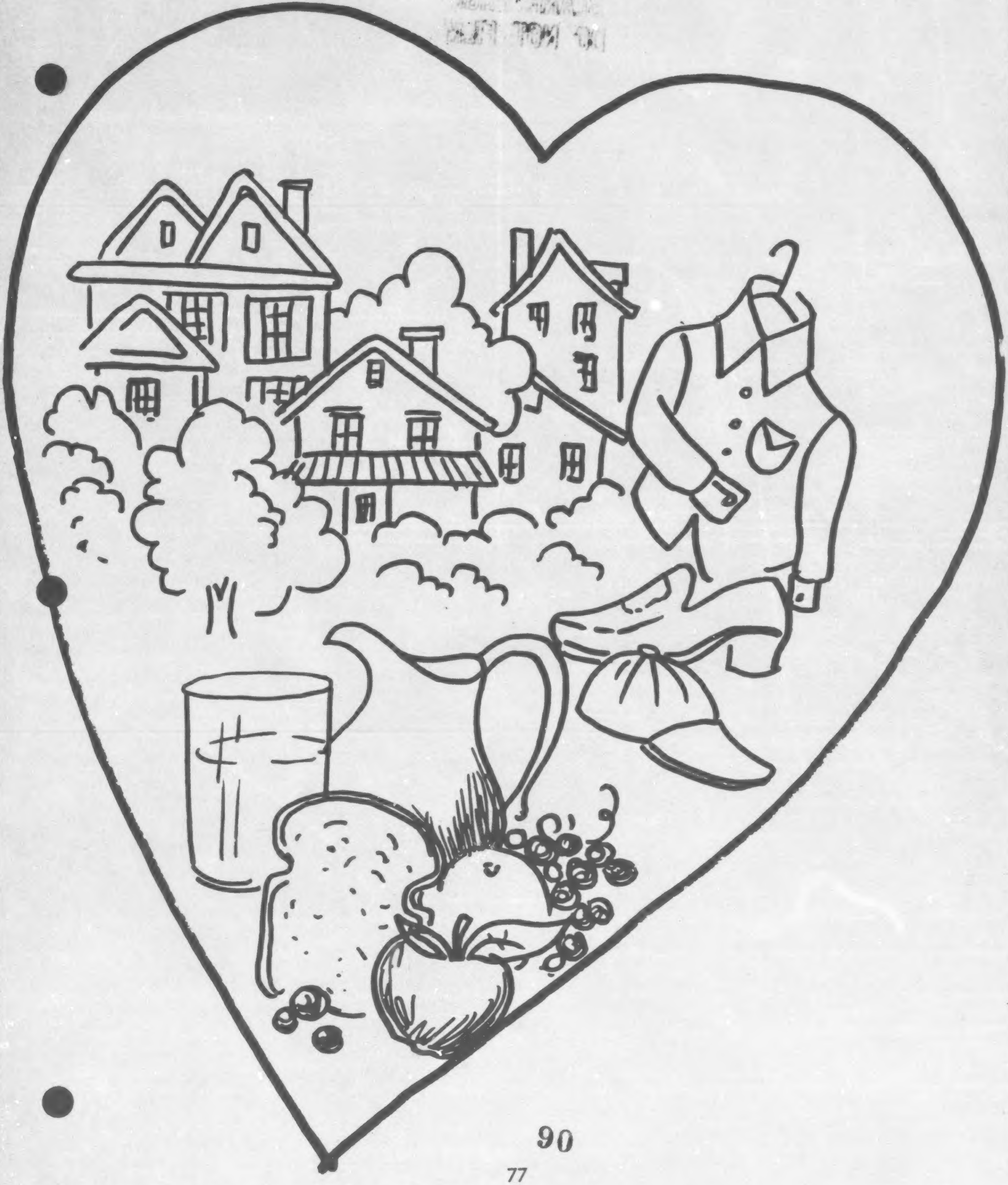
Basic

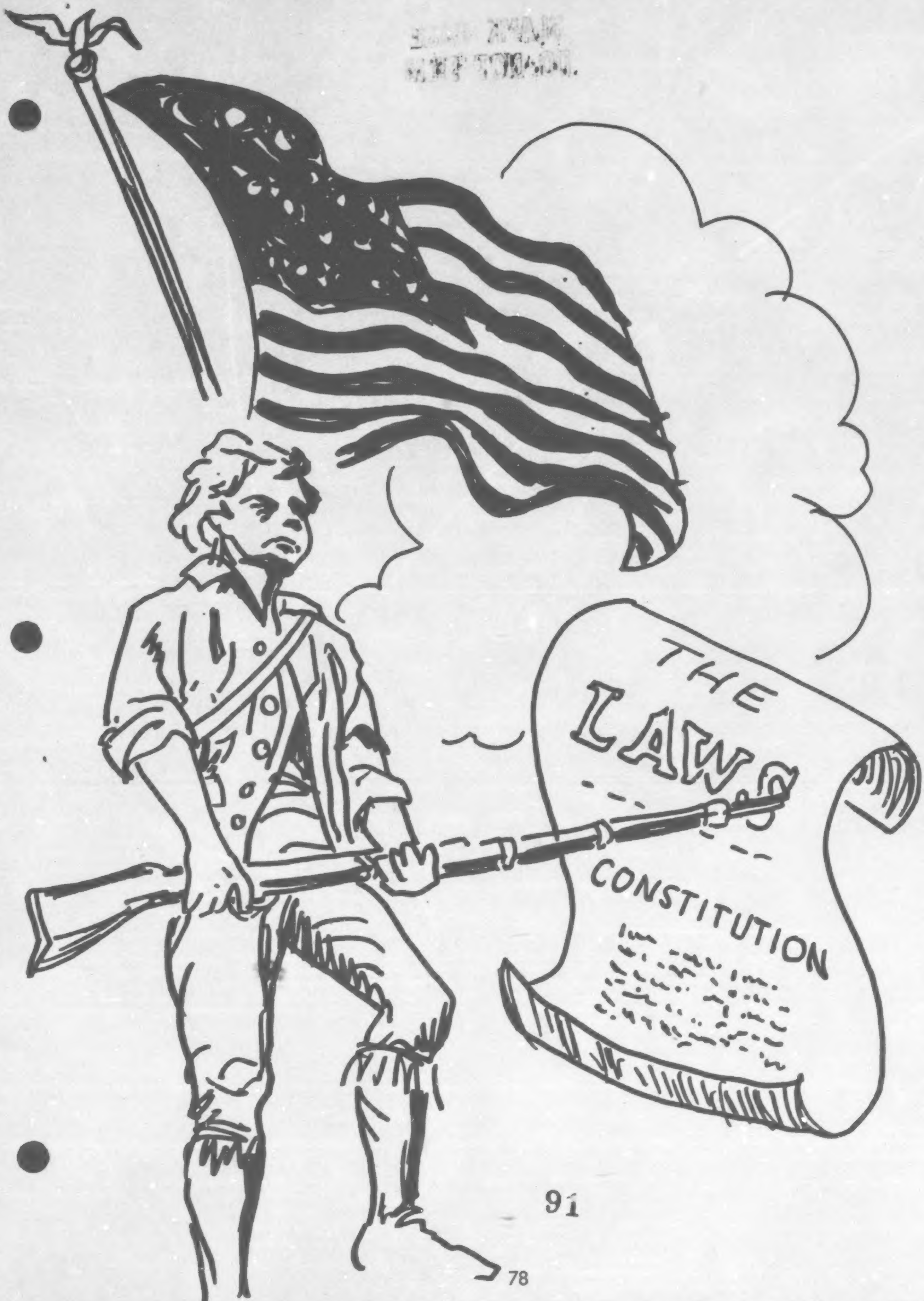
food
clothing
shelter
air
water

Other

love and affection
sense of belonging
identity
expression
success
stimulation from the environment
meaningful activities

The lists of basic human needs and human feelings have been included for your information and use when developing Conceptual Statement I. The list of human feelings is by no means complete and it is given merely as a resource for your convenience.





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CONSTITUTION

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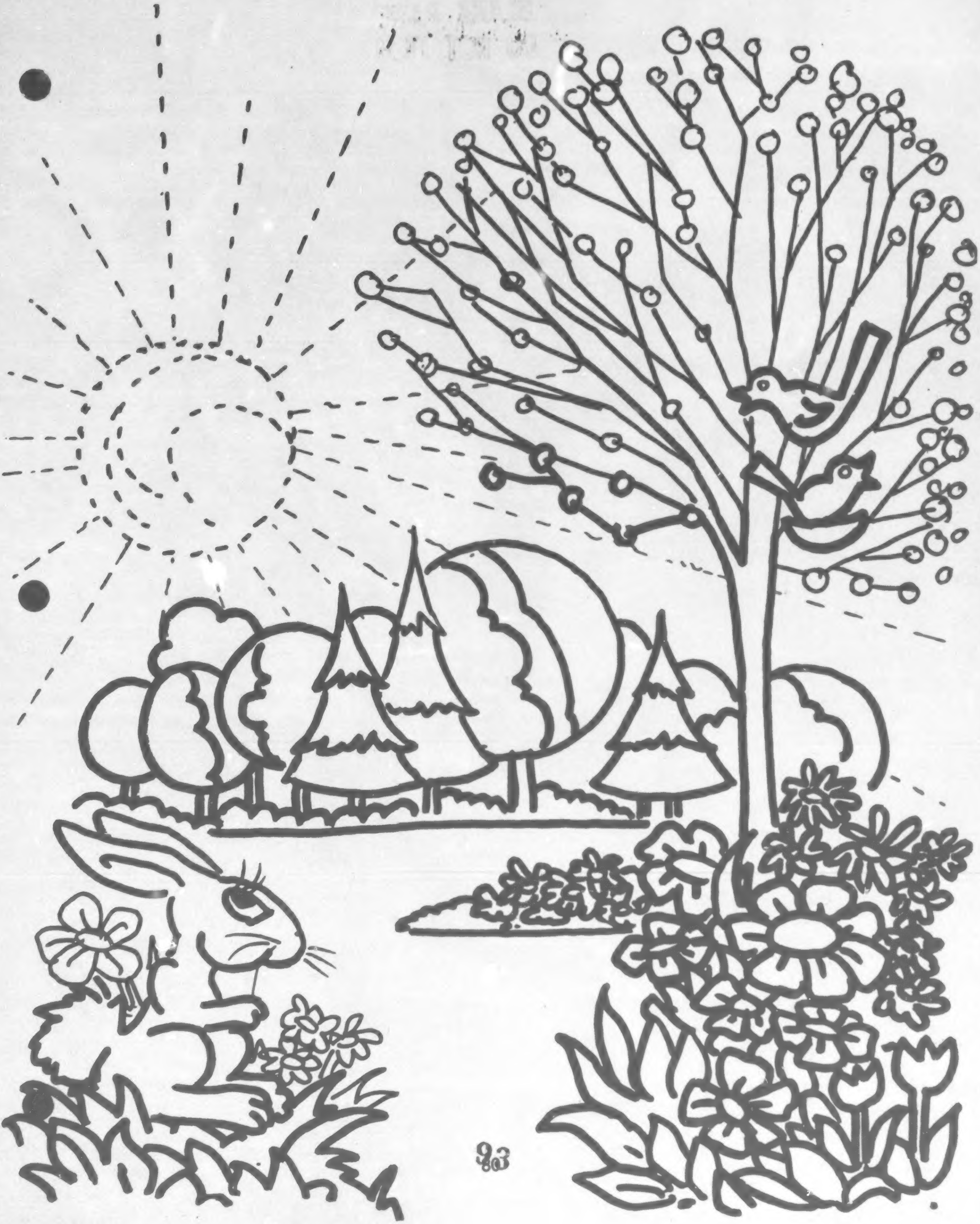

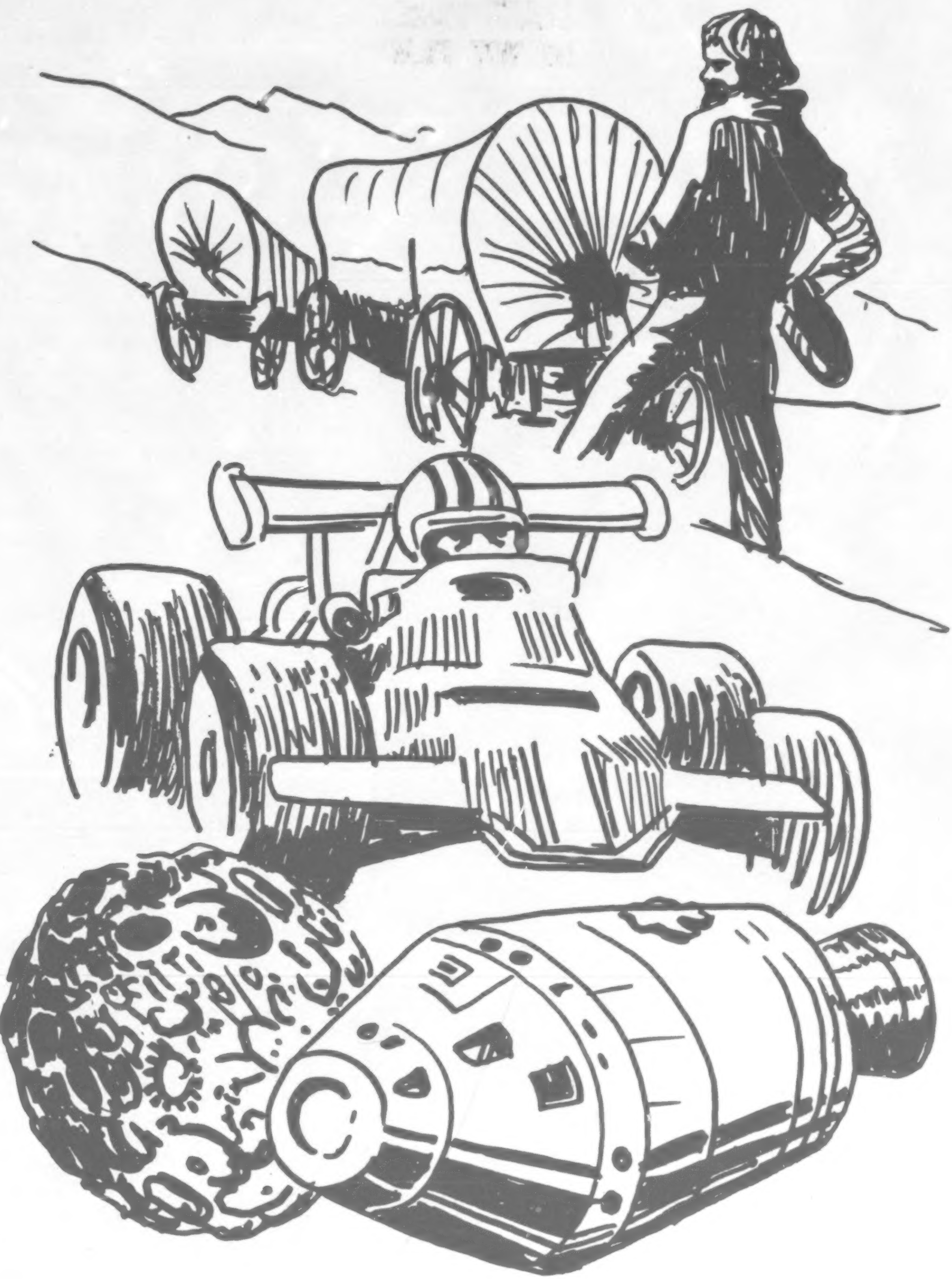

NEIGHBORHOOD

Grade 1 - Unit 2

TRADEBOOKS

Aliki. Corn Is Maize: The Gift of the Indians. New York: Crowell, 1976. The history, uses and importance of corn in America are explained by the text, simple diagrams and timely green and yellow illustrations.

Armstrong, Louise. How to Turn Lemons Into Money: A Child's Guide to Economics. New York: Harcourt, 1976. A short course in private enterprise.

Baker, Betty. Little Runner of the Long House. Scranton: Harper & Row, 1962. Shows life in an Indian village.

Baylor, Byrd. And It Is Still that Way. New York: Scribner, 1976. Traditional stories told and illustrated by the Navajo, Hopi, Papago, Pima, Apache, Quechon and Cocopah children who live in Arizona.

Baylor, Byrd. The Way to Start a New Day. New York: Scribner, 1978. People around the world have in the past and still do welcome the day with a special ceremony. Find out who some of these people are and where they live.

Balet, Jan. Fence, a Mexican Tale. Delacorte, 1969. Visually contrasts selfish, rich family with their poor, happy neighbors.

Barra, Tony. Bread. Wonder Books, 1974. Includes directions for homemade bread.

Beim, Lorraine and Jerrold. The Little Igloo. New York: Harcourt, 1941. An Eskimo boy learns to build a traditional Eskimo igloo.

Belore, Pura. Santiago. New York: Frederick Warne & Co., 1969. Santiago is a little Puerto Rican boy, living in New York City. To be read to first grade children.

Berg, Jean. O'Learys and Friends. Chicago: Follett, 1961. The O'Leary's move to a new neighborhood hoping to make many new friends. When their cat gets up on the roof, the neighborliness is shown when neighbors and the fire department all join in to help.

Berry, Erick. Eating and Cooking Around the World: Fingers Before Forks. New York: John Day, 1963. Teacher resource.

Blood, Charles. The Goat in the Rug. Parent's Magazine Press, 1976. Geraldine the goat gives her special view of the navajo tradition of rug making.

Bouchard, Lois Kalb. The Boy Who Wouldn't Talk. New York: Doubleday, 1969. A little boy from Puerto Rico, now living in New York, has difficulty making friends because of his problems in speaking English.

Brock, Emma L. One Little Indian Boy. Wisconsin: E. M. Hale and Co., 1932. This book tells about the adventure of little Skipping-in-the-Morning. One day he gets lost.

Brock, Emma L. To Market, to Market. New York: Alfred A. Knopf, 1930. The story takes place in Holland. Duck and Mouse go to market to buy something. To be read to first grade children.

Bronstein, Charlotte. Tales of the Jewish Holidays. Behrman, 1959.

Buckley, Peter. Five Friends at School. New York: Holt, 1966. A good story to show contrasts in various cultural backgrounds. Experiences of five children from different ethnic backgrounds and their experiences in an urban school environment.

Bulla, Clyde Robert. The Poppy Seeds. New York: Crowell, 1955. A beautiful story set in Mexico. Beauty and friendship bloom when water is shared.

Burton, Virginia Lee. Katy and the Big Snow. New Jersey: Houghton-Mifflin, 1943. A crawler tractor pushes a snow plow in the winter and saves a city when a heavy snow storm comes.

Burton, Virginia Lee. The Little House. New Jersey: Houghton Mifflin, 1942. The neighborhood changes as the city engulfs a little house originally built in a rural setting.

Burton, Virginia Lee. Mike Mulligan and His Steam Shovel. New Jersey: Houghton Mifflin, 1939. Mike Mulligan and his steam shovel find new employment in a small town after being threatened with obsolescence.

Chandler, Edna Walker. Cowboy Andy. Beginner, 1959. Shows life on a cattle ranch and dude farm. Andy, a city boy, goes to visit and learns how different life is as a cowboy.

Clark, Ann Nolan. In My Mother's House. New York: Viking, 1972. This book was written from the school notebooks of the Indian children who live in and near Santa Fe, New Mexico. In traditional chant/verse the children describe how their Pueblos are built and what they mean.

Clark, Ann Nolan. Tia Maria's Garden. New York: Viking Press, 1963. Tia Maria's garden is a southwest desert. The desert is described in poetry form.

Clifton, Lucille. Everett Anderson's Friend. New York: Holt, 1976. In a rhyming story, Everett Anderson expresses his thoughts about the Mexican girl who has moved next door and who comes to his rescue when he loses his key.

Clifton, Lucille. *Everett Anderson's Year*. New York: Holt, 1974.

Clymer, Theodore. *Four Corners of the Sky: Poems, Chants and Oratory*. Boston: Little, 1975. These collected short songs, poems and sayings from various American Indians are set among bold pictures of bears, birds and fish.

Coatsworth, Elizabeth. *Lonely Maria*. New York: Panethon Books, Inc., 1960. The story of a little girl who lived all alone with her family on a small island in the West Indies. Advanced first graders could read this book.

Cole, Ann. *Children are Children are Children: An Activity Approach to Exploring Brazil, France, Iran, Japan, Nigeria and U.S.S.R*. Boston: Little, 1978.

Cole, Ann. *A Pumpkin in a Pear Tree – Creative Ideas for Twelve Months of Holiday Fun*. Boston: Little, 1976. Good teacher reference.

Copeland, Donalda McKillop. *The True Book of Little Eskimos*. Chicago: Children's Press, 1953.

Creekmore, Raymond. *Fujio*. New York: Macmillan Company, 1951. This is the story of Fujio, who was born in the little village of Subashiri at the foot of the great volcano, Fujiyama, the highest mountain in all Japan.

D'Aulaire, Ingri and Edgar P. *Ala*. New York: Doubleday, 1932. Glimpses of Norway.

DePaola, Tomie. *Watch Out for the Chicken Feet in Your Soup*. New Jersey: Prentice-Hall, 1974. Joey and his friend gain new appreciation of his old-fashioned Italian grandmother.

Dobrin, Arnold. *Little Monk and the Tiger*. New York: Coward-McCann, 1965. A tiger has been raiding the village of Nan. Can the little Monk catch it? To be read to first grade children.

Donan, Rozella. *People Around the World*. Elk Grove Press, 1968. Similarities of people around the world, their needs for shelter, water, food and clothing are presented. Explains very simply why people are alike the world over.

Dugan, William. *The Sign Book*. New Jersey: Golden Press, 1976.

Feelings, Muriel. *Jambo Means Hello*. Dial, 1974. An alphabet book in Kiswahili, whose rhythmic words and pictures of life in East Africa will be an aesthetic learning experience.

Felt, Sue. *Rosa-to-Little*. New York: Doubleday and Co., Inc., 1950. Rosa dreams of the day that she will be big enough to sign out books from the public library.

Fern, Eugene. Pepito's Story. New York: Scott Foresman, 1960.
The story of Pepito, who lived in a little fishing town. He was different. He only liked to dance. To be read to first graders.

Flack, Marjorie. The Story about Ping. New York: Viking Press, 1933.
The story of Ping, a duck, who lived with his family on the Yangtize river. To be read to first graders.

Floethe, Louise. Houses Around the World. New York: Scribner, 1973.

Friskey, Margaret. Welcome to Japan. Chicago: Children's Press, 1975.
A story about Japan, its people, and its customs with real photographs.

Friskey, Margaret. Welcome to Mexico. Chicago: Children's Press, 1975.
A story about Mexico, its people, and its customs with real photographs.

Funk, Tom. I Read Signs. New York: Holiday, 1962.
Rhymes and lively pictures highlight this tale of Peter Malone who can read signs.

Gabel, Margaret. Sparrows Don't Drop Candy Wrappers. New York: Dodd-Mead, 1971. A book of manners for young ecologists.

Gaer, Joseph. Holidays Around the World. Boston: Little, Brown, 1953.

Greenfield, Eloise. Me and Neesie. New York: Crowell, 1975.
A pert little black girl has a special friend that only she can see. Skillful resolution to this sensitive topic.

Gross, Ruth. Money, Money, Money. Four Winds Press, 1971.
Simple summary of the development of the use of money as a medium of exchange.

Goodenow, Earle. Angelo Goes to the Carnival. New York: Alfred A. Knopp, Inc., 1955. Every spring in certain of the Italian seashore towns near where Christopher Columbus was born, comes Carnival time. This book is about Angelo who goes to the Carnival. To be read to first grade children.

Handforth, Thomas. Mei Li. New York: Doubleday, 1938.
Mei Li, a little Chinese girl, goes to the New York Fair with her brother San Yu. To be read to first grade children.

Hoff, Syd. Who Will Be My Friends? Scranton: Harper & Row, 1960.
Story of a little boy who has moved and his unhappiness at having no friends his own age. Then he discovers how easy it is. Good for showing self-concept.

Israel, Leo. Our New Home in the City. New York: Holt, Rinehart, Winston, 1963.
A family moves to a New York apartment.

Jackson, Kathryn. Homes Around the World. New Jersey: Silver Burdett, 1965.

Joslin, Sesyle. Baby Elephant Goes to China. New York: Harcourt, Brace, Jovanovich, 1963. The story incorporates 8 Chinese words.

Jupo, Frank. A Day Around the World. Abelard-Schuman, 1968.
Beginning with a simple explanation of time zones, the author then introduces children around the world at work and play.

Jupo, Frank. Nothing to Eat - But Food. New York: Dutton, 1954.
The history of food. Teacher resource.

Jupo, Frank. Nothing to Wear - But Clothes. New York: Dutton, 1953.
The history and development of clothing.

Keats, Ezra Jack. My Dog is Lost! New York: Crowell, 1960.
Juanito, newly arrived from Puerto Rico, loses his dog in New York. Spanish vocabulary is unknown and translated.

Kessler, Leonard. Last One In Is a Rotten Egg. Scranton: Harper and Row, 1969.
Safety at the swimming pool.

Kessler, Leonard. Tale of Two Bicycles: Safety on Your Bike. New York: Lothrop, 1975.

Leaf, Munro. Who Cares? I Do. Philadelphia: Lippincott, 1971.
Introduction to pollution for very young readers.

Lenski, Lois. I Went for a Walk. New York: Walck, 1958.
Shows people and places in a neighborhood.

Lenski, Lois. Policeman Small. New York: Walck, 1962.
A simple song introduces the traffic policeman who has a busy day filled with many happenings.

Lenski, Lois. We Live in the City. Philadelphia: Lippincott, 1954.
Young reader can enjoy the city where these children live from the zoo, to harbors, and Chinatown, and living in a building thirty stories above the ground.

McCloskey, Robert. Lentil. Viking Press, 1940.
Depicts a small Ohio town which is celebrating the homecoming of an important citizen. With everyone participating in some small way, the important visitor is pleased and promises to build a much-needed hospital.

McGaw, Jessie Brewer. Little Elk Hunts Buffalo. New York: Thomas Nelson & Sons, 1961. A little Indian boy goes on a buffalo hunt. The story is told in Indian picture writing. First grade children could read this.

McLeod, Emilie. The Bears Bicycle. Boston: Little, Brown, 1975.
A simple story with a message on bicycle safety.

Martel, Cruz. Yagua Day. Deal, 1976.
Adan Riera had never seen the country where his parents were born until his uncle invites them all to Puerto Rico. There he discovers why rainy days are wonderful Yagua days. Spanish word list appended.

Martin, Bill. The Brave Little Indian. New York: Holt, Rinehart and Winston, 1951.
The little Indian boy goes on a "bear hunt." The artist's illustrations are always "faithful and sympathetic to Navajo Indian children."

Martin, Patricia Miles. The Rice Bowl Pet. New York: Thomas Y. Crowell Co., 1962. Jim, a little Chinese boy, living in Chinatown of San Francisco, is trying to find a set of his own.

Matsuno, Matsoko. A Pair of Red Clogs. World, 1960.
A Japanese grandmother reminisces about her childhood as she observes her granddaughter.

May, Julian. Blue River. New York: Holiday House, 1971.
Traces changes along the Blue River from Indians through factories. Touches pollution.

Miles, Betty. Around and Around - Love. New York: Knopf, 1975.
Simple poetic text and black and white photos express every kind of love among people from many ethnic backgrounds.

Miles, Betty. A House for Everyone. New York: Knopf, 1958.
An excellent book for young children that shows the different types of housing and how they vary among different family groups.

Millen, Nina. Children's Festivals from Many Lands. Friendship Press, 1964.

Morrow, Suzanne Stark. Inatuk's Friend. New Jersey: Scott, Foresman, 1968.
The adventures of Inatuk, an Eskimo boy, and his brother. To be read to first graders.

O'Neill, Mary. People I'd Like to Keep. New York: Doubleday, 1964.
Story poems about such rare and wonderful people as the railroad crossing watchman, the Italian shoe maker, the baker, and the first grade teacher.

Osborne, Leone Neal. Than Hoa of Viet-Nam. New York: McGraw-Hill, 1966.
Than Hoa is ten years old. He lives in a grass hut in a small village in Viet-Nam. His parents work in the rice paddies and his duty is to care for his little sister.

Parish, Peggy. Good Hunting Little Indian. New York: Macmillan, 1971.
Depicts how an Indian boy provides food for his family by hunting in his forest neighborhood. Good for showing contrast in how we get our food.

Pease, Josephine. This is the World. Wisconsin: E. M. Hale & Co., 1944.
This book tells about the world and its people. Lovely pictures tell the story, too.

Peterson, Jeanne. I Have a Sister - My Sister is Deaf. Scranton: Harper & Row, 1976.
An older sister's affectionate description of a little sister's deafness explains that her ears don't hurt but her feelings do when she is not understood.

Pitt, Valerie. Let's Find Out About Clothes. New York: Watts, 1967.

Politi, Leo. A Boat for Peppe. New York: Charles Scribner's Sons, 1950.
Peppe's father, a Sicilian-American fisherman, goes out with the boats, and is almost lost at sea.

Politi, Leo. Juanita. New York: Charles Scribner, 1948.
In the springtime on the Saturday before Easter Sunday, the animals of Olvera Street are blessed. Juanita's dove is blessed.

Politi, Leo. Song of the Swallows. New York: Charles Scribner, 1949.
The Spanish children of Capistrano await the return of the swallows on Saint Joseph's Day.

Politi, Leo. Three Stalks of Corn. New York: Scribner, 1976.
A little Mexican American girl learns how to make tortillas from her grandmother. The historical importance of corn to the Mexican culture is stressed.

Poulet, Virginia. Blue Bug's Safety Book. Chicago: Children's Press, 1973.
Safety signs figure in this simple story.

Provus, Malcolm. How Families Live Together. Illinois: Benefic Press, 1963.

Provus, Malcolm. How We Get Our Shelter. Illinois: Benefic Press, 1962.
Simple, well-organized text covers how man's shelters have changed through the ages.

Sandler, Martin. The Way We Lived: a Photographic Record of Work in Vanished America. Boston: Little, Brown, 1976.
Social history emerges from workers accounts and the large collection of pre-twentieth century photos of men and women at work. Many of the occupations are virtually obsolete.

Scarry, Richard. My House. New Jersey: Golden Press, 1976.

Scarry, Richard. Richard Scarry's What Do People Do All Day? New York: Random House, 1969.

Shanks, Ann. About Garbage and Stuff. New York: Viking Press, 1972.
Effective photographs record a family's efforts to recycle garbage. Includes suggestions for activities for young children.

Shapp, Martha. Let's Find Out About Houses. New York: Watts, 1975.
Shows different kinds of houses in different parts of the world. Illustrations excellent.

Shapp, Martha & Charles. United Nations. New York: Franklin Watts, 1962.
This book tells the story of the United Nations and its for the youngest readers.

Shortall, Leonard. One Way: A Trip With Traffic Signs. New Jersey: Prentice-Hall, 1975.

Showers, Paul. Where Does the Garbage Go? New York: Crowell, 1974.

Simon, Seymour. Water On Your Street. New York: Holiday House, 1973. A clear picture of the sources, properties, importance, and uses of water. Includes basic plumbing information. Humorous drawings in color.

Slobodkin, Louis. Yasu and the Strangers. New York: Macmillan Co., 1965. This book is about the adventures of a Japanese boy named Yasu when he visits the temple of Nara during the Cherry Blossom Festival.

Sobol, Harriet. My Brother Steven Is Retarded. New York: Macmillan, 1976. An informal essay by an 11 year old sister describing how a retarded brother affects her life, both in family and community. Simple text and excellent photographs.

Stanek, Merriel. How Rules and Laws Help Us. Illinois: Benefic Press, 1969. Illustrates the need for rules and laws in school and at home as well as at other levels.

Stuart, Gene S. Three Little Indians. National Geographic Society, 1974. The life and customs of the Cheyenne people.

Sucksdorf, Astrid Bergman. Tooni the Elephant Boy. New York: Harcourt, 1970. Tooni, who lives in India, dreams of the day when he will be an elephant driver, like his father.

Swim, Robert C. Paulossie, An Eskimo Boy. New York: Holt, Rinehart and Winston, 1964. The adventures of an Eskimo boy with photographs of actual Eskimo carvings.

Tensen, Ruth. Come to the City. Contemporary Books, 1951. Illustrations give a sense of congestion and fast-moving tempo in a big city. Shows tall buildings, and many recreational places: libraries, museums, zoos, aquariums, etc.

Thomas, Tanthe. Walk Home Tired, Billy Jenkins. Scranton: Harper, 1974. The time-honored system within Black communities of training older children to care. Responsibility for younger children is the subject of this book.

Viorst, Judith. Try It Again Sam: Safety When You Walk. New York: Lothrup, 1970.

Wiese, Kurt. Fish In the Air. New York: Viking Press, 1948. A little Chinese boy named Fish persuades his father to buy him the biggest fish-shaped kite he could find.

Winn, Marie. The Man Who Made Fine Tops: A Story About Why People Do Different Kinds of Work. New York: Simon Schuster, 1970. Explains division of labor in an easy-to-understand story. Suggested activities appended.

Wilder, Laura Ingalls. Little House on the Prarie. Scranton: Harper, 1953. The chapter "House on the Prairie" depicts the building of a log cabin, the materials used, and how they are acquired, and how neighbors help in the cabin building.

Wolf, Bernard. Anna's Silent World. Philadelphia: Lippincott, 1976.
Describes the special training and electronic equipment used to extend Anna's hearing and ability to talk.

Yashima, Taro. Umbrella. New York: The Viking Press, 1966.
A little Japanese-American girl waits for the rain so she can use her birthday umbrella.

Young, Miriam. Beware the Polar Bear: Safety on Ice. New York: Lothrup, 1970.

Wiese, K. You Can Write Chinese. New York: Viking, 1945.
Shows how to write some characters and the forms from which they originated.

Yashima, Taro. Mama's Kittens. New York: Viking, 1945.
A little Japanese girl finds a kitten and raises it with care. She later finds good homes for the cat's five kittens. Describes for children the process of using two languages.

Yashima, Taro. The Village Tree. New York: Viking, 1953.
The Village Tree is about the importance of their island village community and family through the eyes of Japanese children. The importance of the local landmark tree and the water in the play of children is beautifully portrayed.

Zemach, Margot. It Could Always Be Worse. Farrar, 1976.
An old Yiddish tale about a poor man and his quarrelsome family crammed into a one-room hut.

Zion, Gene. Dear Garbage Man. Scranton: Harper, 1957.
Stan doesn't want to destroy any useful "junk."

NEIGHBORHOOD

Grade 1 - Unit 2

TEXTBOOKS

Allen, Virginia. Groups and Communities. New York: Noble and Noble, 1975. Explains a neighborhood. Discusses the need for rules. Good resource for how neighborhoods change. Tells why people live in different kinds of neighborhoods.

Anderson, Edna A. Families and Their Needs. New Jersey: General Learning Corporation, 1972.

Anderson, Edna A. et al. Living in Communities. New Jersey: Silver Burdett, 1975.

Brandwein, Paul. Social Sciences: Concepts and Values. New York: Harcourt, 1970. Has a chapter on rules - pages 37-44.

Durrell, Thomas and Thelma Reese. Living Together In the Neighborhood. Scranton: Harper & Row, 1964.

Food, Clothing, Shelter. (A guide for teachers) Field Enterprises Ed. Corp., 1968.

Grossman, Ruth H., et al. Working, Playing and Learning. San Francisco: Field Educational Pub., Inc., 1970.

LaRue, Sydney M. and William T. Voices of Families. San Francisco: Leswing Communications, Inc., 1971.

Martorella, Peter. Discovering Others. New York: McGraw Hill, 1979. Unit 3: My Family and My Neighborhood.

Munson, Glenn. Groups and Communities. New York: Noble and Noble, 1974.

My Weekly Reader Learning About Values Discovery Kit. Ohio: American Educational Publications.

Partch, Dorothea. Our Basic Needs. New York: Harper and Row, 1963. Explains the basic needs and how they are met.

Senesh, Lawrence. Neighborhoods. Chicago: Science Research Assoc., Inc., 1973.

Senesh, Lawrence. Our Working World. Chicago: SRA, 1964.

Shah, Romesh. Communities Around the World. New York: Sadlier, 1971. Good resource for neighborhoods in other countries.

Thomas, Eleanor. Our Neighborhoods. Massachusetts: Ginn and Co., 1979.

Grade 1

FILMSTRIPS

Filmstrips from the Instructional Media Center

FS-4205	Adventures of the Lollipop Dragon
FS-3041R	Our World of Sights and Sounds
FS-133M	Two Sides to Every Story - A Place in the Family - Is Anyone to Blame? - Have You Wanted to Be Alone? - Have You Felt Hurt?
FS-5646CT FS-5650CT	American Ethnic Foods A set for Italian, Chinese, Soul Food, German, Mexican and Native North American foods. Good teacher resource on ethnic foods which includes recipes and directions for preparation.
Study Print 1522	Fire Prevention 9 in the set
Kit 1219	Sing A Song of People: Home and Community 3 Books, 3 Records